DOCUMENT RESUME

ED 402 358 TM 026 244

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TITLE	Schools and Staffing Survey, 1993-94: Data File User's Manual. Volume 1: Survey Documentation.
INSTITUTION	Bureau of the Census (DOC), Suitland, Md.; National Center for Education Statistics (ED), Washington, DC.; Pinkerton Computer Consultants, Inc., Baileys Crossroads, Va.
REPORT NO	ISBN-0-16-048906-7; NCES-96-142
PUB DATE	Oct 96
NOTE	894p.; For a related document, see ED 401 342.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Books (010) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF06/PC36 Plus Postage.
DESCRIPTORS	Databases; *Data Collection; *Elementary Secondary Education; Estimation (Mathematics); Followup Studies; Institutional Characteristics; Media Specialists; National Surveys; Principals; Research Design; School Libraries; *School Personnel; *Statistical Analysis; *Student Characteristics; Tables (Data); Teacher Characteristics; *Teachers; Teacher Supply and Demand; User Needs (Information)
IDENTIFIERS	*Schools and Staffing Survey (NCES); Variance (Statistical); Weighting (Statistical)

ABSTRACT

The volumes in this User Manual document the data collection of the 1993-94 Schools and Staffing Survey (SASS). Researchers who are ready to access the data file may go directly to the codebooks for each survey (Volumes II and III for the Restricted-Use and Public-Use versions respectively). This manual focuses on survey documentation, describing SASS components and data collection and analysis. The overall objective of the SASS is to collect the information necessary for a complete picture of American elementary and secondary education. The data collected permit detailed analyses of the characteristics of schools, principals, teachers, and students, and the linkage of SASS components enables researchers to examine relationships among these elements of education. The 1993-94 SASS contained seven surveys consisting of a teacher supply and demand questionnaire, questionnaires about principals, schools, teachers, students, library and media centers, and media specialists and librarians. The eighth component was the teacher followup survey. This report explores survey design and implementation, data collection (including sampling), edit procedures, data imputation procedures, weighting, and aspects of data analysis including variance estimation and reinterview methodology. Seven appendixes to this volume present supplemental details about survey methodology. (Contains 56 tables, 124 appendix tables, and 70 figures.) (SLD)

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User's Manual

October 1996

Schools and Staffing Survey

1993–94 Schools and Staffing Survey: Data File User's Manual

Volume I: Survey Documentation

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Schools and Staffing Survey

1993–94 Schools and Staffing Survey: Data File User's Manual

Volume I: Survey Documentation

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Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *1993–94 Schools and Staffing Survey Data File User's Manual, Volume I: Survey Documentation*, NCES 96-142, by Kerry J. Gruber, Carol L. Rohr, and Sharon E. Fondelier. Washington, DC: 1996.

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-048906-7

Preface

This set of volumes is intended to document the data collection of the 1993–94 Schools and Staffing Survey(SASS) and is intended for several types of readers. Researchers ready to access the datafile may choose to go directly to the Codebooks for each survey (Volumes II and III, for the Restricted-Use Version and the Public-Use Version, respectively), which contain the layout and descriptive information on all survey and sampling variables. The codebooks are also useful as additional reference for the CD-ROM's Electronic Codebook.

Persons wishing to ascertain whether their research needs can be served by SASS data may find the Overview useful with descriptions of the survey's contents and objectives.

Finally, for those interested in the design and methodology of each SASS component, there are chapters on Sample Design and Implementation, Data Collection, Edit Procedures, and Imputation.

We are interested in your reaction to the information presented here about the Schools and Staffing Survey data collection system as well as the microdata files we release. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information, please contact:

SASS Data
Education Surveys Program
Surveys & Cooperative Systems Group
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We are also interested in the research you do using the SASS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the SASS. Send them to the address above.

Acknowledgments

The authors wish to thank all those who contributed to the production of the data files and this technical document. Each of the staff members of the Education Surveys Program who supervised the collection of one or more SASS components provided data tables and careful review: Sharon Bobbitt (Teacher), Stephen Broughman (Teacher Demand and Shortage, Principal), Steven Kaufman (Sample Design and Implementation, Imputation for all components), and Summer Whitener (Bureau of Indian Affairs Schools and Student Records). Stephen Broughman also contributed information on the Private School Survey and data tables from a separate report on the 1991-92 Private School Survey (the frame for the private schools). Dan Kasprzyk, ES Program Chief, did extensive editing and provided overall production oversight. Technical reviewers at the National Center for Education Statistics are Marilyn McMillen (group statistical review) and Susan Ahmed (statistical standards).

The Education Surveys Branch of the Bureau of the Census, as primary data collector, prepared all data files and drafted major sections of this report and the codebooks. Richard Schwartz and Steve Tourkin, former and current Education Surveys branch chiefs, Lenore Colaciello, Sharon Fondelier, Patrick Healy, and the entire Education Surveys Programming Branch headed by Howard McGowan and assisted by Stella Kim and Kathy Carlers produced the computer edits, imputation scheme, and preliminary codebooks. Dennis Schwanz' branch in the Demographic Statistical Methods Division at Census provided specifications for sample selection, decision rules for eligibility, while Pat Wilson's branch supervised fieldwork for all sampling-related aspects of all the surveys, and John Bushery and Irv Schreiner handled the reinterview program.

The earliest phase of data collection is the review of data instruments. Our thanks go to the many Reviewers on the SASS Review Board and to the Data Users' Group, who provided valuable insight from researchers' perspectives. In addition, SSAB holds an annual Private School meeting to solicit reactions from the varied members of the Private school community. Shelley Burns and Mary Rollefson of the Data Development Division at NCES have served often in reviewing data instruments and plans.

Finally, the final restricted-use and public-use datafiles and this document would not be possible without the technical support of Pinkerton Computer Consultants, Inc.: Hilda Lynch, who oversaw numerous versions of the datafiles and provided general programming expertise, Matt Gibbs, programmer and liaison between SASS and the PSS, and Mia Perona, formatting and printing.

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I. Overview

I. Overview

A. Background

In the early 1980s, education policymakers became increasingly aware of the need for studies that would provide national data on public and private schools, their programs, teachers, and staffing levels. Such data would inform policymakers about the status of teaching and education, identify the areas that most need improvement, and clarify conflicting reports on issues related to policy initiatives, such as teacher shortages.

The first attempt to address these concerns was a series of surveys that began in 1983 and included:

- The *Survey of Teacher Demand and Shortage*, which was conducted in 1983–84 among public and private schools and included questions on teacher demand and incentive plans for teachers.
- The *Public School Survey — School Questionnaire*, conducted in 1984–85 to provide descriptive information about public schools (e.g., enrollment and number of teachers), as well as data on use of teacher incentive plans, volunteers and computers.
- The *National Survey of Private Schools — School Questionnaire*, conducted in 1985–86 to provide parallel information about private schools.
- The *Public School Survey — Teacher Questionnaire*, conducted in 1984–85 to provide information about teacher characteristics, qualifications, incentives, and opinions concerning policy issues.
- The *National Survey of Private Schools — Teacher Questionnaire*, conducted in 1985–1986 to provide parallel information about private school teachers.

Because of problems of methodology and substance within these surveys and the increasing demands for more and better education data, the National Center for Education Statistics (NCES) initiated a redesign of its elementary/secondary education surveys in 1985. This redesign began with an evaluation of the then-current data system; opinions and advice were solicited from the education policy and research community on matters of context, methodology and analytic utility. In late 1985, NCES reported the findings of this evaluation under the heading of *Excellence in Schools Surveys and Analysis Study*, which has become a continuing series and has been renamed the *Schools and Staffing Surveys Project*.

In response to concern expressed in the evaluation about the paucity of information on schooling, the NCES expanded the purposes of their earlier surveys. These expansions were also responses to conflicting reports of teacher shortages and to increasing public concern about the status of teaching and schools in general.

Under a contract with the NCES, the Rand Corporation redesigned the elementary/secondary education surveys to collect information relevant to their expanded purposes and to correct the methodological difficulties affecting the surveys. The outcome of that effort was a set of concurrent and integrated surveys called the *Schools and Staffing Survey* (SASS), which was designed to provide a composite national snapshot of America's public and private schools. Also, in order to increase response rates and to maintain consistency in procedures across components of the SASS, the NCES selected the Bureau of the Census to collect and process the data for all parts of the survey.

The SASS was first conducted by the Bureau of the Census during the 1987–88 school year, and again in 1990–91 and 1993–94. The 1993–94 SASS was expanded to include a student survey, in which information about students was taken from school administrative records, and the Library Survey, which collected data on school libraries and librarians. The 1993–94 SASS provides data on public school districts (local education agencies), schools (public, private, and BIA), principals, teachers, students, libraries and librarians for use by educators, researchers, and policymakers.

B. Purpose and Content of the Survey

The overall objective of the SASS is to collect the information necessary for a complete picture of American elementary and secondary education. The abundance of data collected permits detailed analyses of the characteristics of schools, principals, teachers, and students. The linkage of the SASS components enables researchers to examine the relationships among these elements of education.

The 1993–94 SASS consisted of seven components[1] administered simultaneously for linked sample units — local education agencies (LEAs), schools, principals, teachers, libraries, librarians, and students. The eighth component is the Teacher Followup Survey (TFS), which is conducted a year after the SASS and provides additional information about job mobility within the teaching profession and between teaching and other careers.

1. Teacher Demand and Shortage Questionnaire for Public School Districts (Form SASS-1A)

The purpose of the Teacher Demand and Shortage Questionnaire is to obtain data from local education agencies (LEAs) that can be used to measure the supply and demand for public school teachers and to examine policies that may influence teacher supply and demand, e.g., salary, retirement plans, and incentive plans.

The 1993–94 questionnaire had these five sections:

Section A - Enrollment Information obtained counts of students by grade level and race, the number of days in the school year, and data on the release of results from standardized tests.

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[1] The questionnaires used for 1993-94 SASS are shown in Appendix F.

Section B - Teachers collected full-time equivalent (FTE) counts of all teachers employed by the LEA, certified teachers, itinerant teachers, newly hired teachers, teachers laid off at the end of the previous school year, vacant teaching positions, and abolished teaching positions. Also obtained were head counts of teachers by race and the criteria used by the LEA in considering applicants for teaching positions.

Section C - Library Media Specialists/Librarians collected full-time equivalent (FTE) counts of librarians employed by the LEA, vacant librarian positions, abolished librarian positions, and librarians laid off at the end of the last school year.

Section D - Programs and Services obtained data on prekindergarten programs, Chapter 1 services, participation in the National School Lunch program, and enrollment choice programs.

Section E - District Policies obtained information on high school graduation requirements, drug abuse prevention and discipline policies, teacher salaries, teacher retirement plans, teacher incentive plans, and staff training programs.

2. School Principal Questionnaires (Forms SASS-2A, SASS-2B, and SASS-2C)

The purpose of the School Principal Questionnaires is to obtain information about the training, experience, professional background, and demographic characteristics of school principals and about the types of school problems that principals view as serious.

The 1993–94 questionnaires were mailed to principals of public schools (SASS-2A), private schools (SASS-2B), and schools funded by the Bureau of Indian Affairs (SASS-2C). The collected data included year of birth, gender, race, college degrees, teaching experience, years of experience as a school principal, salary, and benefits. There were also questions about problems the principals considered to be serious and their perceptions of their influence on school policies.

3. School Questionnaires (Forms SASS-3A, SASS-3B, SASS-3C)

The purpose of the School Questionnaires is to collect information on the characteristics of schools, e.g., enrollment, student-staff ratios, programs and services offered, and length of school day.

For the 1993–94 SASS, there were three school questionnaires — the Public School Questionnaire (SASS-3A), the Private School Questionnaire (SASS-3B), and the Indian School Questionnaire (SASS-3C, for schools funded by the Bureau of Indian Affairs). All three collected these data: enrollment by grade level, students by race, number of male students, number of absent students on most recent school day, admission requirements, type of school, number and types of staff, number of teachers by race, number of absent teachers, teaching vacancies, programs and services offered (magnet programs, Chapter 1 services, National School Lunch Program, remedial reading, remedial math, programs for students with disabilities, programs for gifted and talented students, day care, English as a Second Language, bilingual education, diagnostic and prescriptive services, health care services, library, prekindergarten programs, alcohol or drug use prevention programs and counseling), and for high schools, the number of 1993 graduates and the number of 1993 graduates who applied to colleges.

In addition, the Private School Questionnaire and the Indian School Questionnaire obtained data on teacher supply and demand, teacher salaries, and high school graduation requirements for private schools and for Bureau of Indian Affairs (BIA) schools. (This information is comparable to that collected at the district level for public schools by means of the Teacher Demand and Shortage Questionnaire (SASS-1A)).

The Private School Questionnaire also collected religious affiliation, membership in private school associations, tuition, and the year that the school was founded.

4. Teacher Questionnaires (Forms SASS-4A, SASS-4B, and SASS-4C)

The purpose of the Teacher Questionnaires is to collect data that can be used to describe America's teachers — their demographic characteristics, education, experience, and teaching assignments, as well as their perceptions and attitudes about workplace conditions, their jobs, and teaching in general. This information can be used in analyses of how these factors affect movement into and out of the teaching profession.

The 1993–94 questionnaires had these nine sections:

Section A - Current Teaching Status collected information on whether the respondent was a full-time or part-time teacher, his/her other duties at the school, and jobs or activities outside the school.

Section B - Teaching Experience obtained the year of first teaching position, main activity before becoming a teacher, years of teaching experience, number of breaks in teaching career, and the year he/she began teaching in current school.

Section C - Teacher Training collected data on college degrees, teaching assignment fields, certification, fields that respondent felt best qualified to teach, college courses in math and science, participation in in-service training, membership in teachers' union, and participation in programs for beginning teachers.

Section D - Current Teaching Load obtained information on grade levels taught, type of classes, number of classes, number of students, subjects taught, and number of hours per week spent on job and job-related activities.

Section E - Perceptions and Attitudes Toward Teaching collected data on the respondent's attitudes and perceptions about his/her current teaching job and toward teaching in general.

Section F - Future Plans consisted of questions on retirement eligibility, how long respondent planned to remain in teaching, and career plans for the following school year.

Section G - Incentives and Compensation obtained data on teaching salary, benefits, and other earned income.

Section H - Background Information collected data on gender, race, age, marital status, number of dependents, and family income.

Section I - Limited English Proficient Students asked about limited English proficient students in the respondent's classes.

5. Student Records Questionnaire (SASS-5)

The purpose of this component of SASS is to collect data that can be used to examine the distribution of school programs and quality teachers among students of differing demographic and academic characteristics and to describe the participation of students in school programs and services.

The data for the Student Records Questionnaire were collected from public schools, private schools, and schools funded by the Bureau of Indian Affairs. The schools were asked to provide information from their administrative records for selected students. This information included gender, date of birth, race, country of birth, language spoken at home, grade level, participation in programs and services, GPA, and attendance record.

6. Library Media Center Questionnaires (Forms LS-1A, LS-1B, and LS-1C)

The data from the Library Media Center Questionnaires provide a national picture of school libraries and permit assessment of the adequacy of school libraries to meet the needs of students and staff.

The 1993–94 questionnaires were sent to public, private, and Bureau of Indian Affairs schools and had these five sections:

Section A - Library Media Center Staffing obtained counts of certified library media specialists, professional staff members who were not certified as library media specialists, and other paid library staff by full-time/part-time status. Also obtained were data on college degrees held by professional staff members, number of adult and student volunteers in the library, and, for private schools, counts of staff members who worked on a contributed service basis.

Section B - 1992–93 Collection and Expenditures obtained data for the 1992–93 school year on materials in the library's collection (books, subscriptions, audio-visual materials, computer software, and CD-ROM), acquisitions, expenditures, and adequacy of the collection for the school's needs.

Section C - Technology collected information on technical equipment and services available in the school library or elsewhere in the school, e.g., computers, automated catalog, on-line database searching, cable television, and distance learning.

Section D - Library Media Center Facilities contained questions on the seating capacity of the library and the types of spaces available in the library, e.g., individual reading space, conference rooms, storage, workrooms, and space for group activities.

Section E - Scheduling and Transactions obtained information about use of the library — how classes were scheduled, when students could check out materials, how many students used the library in a week, types and number of materials that could be checked out by students, etc.

7. Library Media Specialist/Librarian Questionnaires (Forms LS-2A, LS-2B, LS-2C)

The purpose of these questionnaires is to obtain data that can be used to describe school librarians — their educational background, work experience, and demographic characteristics, as well as their duties, salary, workload, and attitudes about their current position and their profession. Because much of the collected information is comparable to that obtained on the Teacher Questionnaires, comparisons between librarians and classroom teachers can be made.

The 1993–94 questionnaires were mailed to the librarians at public, private, and Bureau of Indian Affairs schools and had these seven sections:

Section A - Current Status obtained information about the librarian's current position — whether full-time or part-time, whether he/she also was a classroom teacher, other assignments at the school, and main activity outside the school.

Section B - Experience had questions on year of first school librarian position, main activity before becoming a school librarian, and years of experience as a school librarian.

Section C - Training collected data on college degrees, participation in in-service training, and certification.

Section D - Collaborative Activities had questions on how often the librarian worked with classroom teachers, number of extra hours worked each week, and other duties at the school (e.g., cafeteria duty, study hall, playground duty).

Section E - Perceptions and Attitudes Toward Work obtained data on how the respondent felt about his/her current position and about the profession in general.

Section F - Compensation obtained information on the respondent's salary, other earned income, benefits, and family income.

Section G - Background Information obtained data on the librarian's gender, race, year of birth, marital status, and number of dependents.

8. The Teacher Follow-up Survey (Form TFS-2 (Leavers) and Form TFS-3 (Stayers)

This survey is a followup of selected teachers from the SASS Teacher Survey and is conducted in the school year following SASS (i.e., 1988–89, 1991–92, 1994–95). The sample consists of all interviewed SASS teachers who left teaching within the year after SASS (leavers) and a subsample of those who remained in teaching (stayers). The major objectives of this survey are to measure the attrition rate for teachers, examine the characteristics of those who stay in the teaching profession and those who leave, obtain activity or occupation data for those who leave the teaching profession, and collect data on attitudes about the teaching profession and job satisfaction.

C. Target Populations and Estimates

1. Target Populations

The target populations for 1993–94 SASS were:

- Local Education Agencies (LEAs) that employ elementary and/or secondary level teachers, e.g., public school districts, state agencies that operate schools for special student populations (such as inmates of juvenile correctional facilities), and cooperative agencies that provide special services to more than one school district;
- Public, private, and BIA schools with students in any of grades 1–12;
- Principals of those schools, as well as libraries and librarians;
- Teachers in public, private, and BIA schools who teach students in grades K–12;
- Students taught by those teachers.

The 1991–92 Common Core of Data (CCD) served as the sampling frame for the public schools. The population of public schools was drawn from the frame population for the 1991–92 school year. The LEAs operating the selected sample schools were also selected.

The population of private schools included schools that existed during the 1991–92 school year. The sample was drawn from the list of schools used for the 1991–92 Private Schools Survey (see section IV, "Sample Design and Implementation," for a description of that operation). Schools added to the 1993–94 Private School Survey during the affiliation list updating operation were also included.

For the BIA frame, the Bureau of Indian Affairs provided a list of all elementary, secondary, and combined schools that they operated or funded. All of these schools were included in the SASS sample.

The population of teachers included teachers who were employed by the public, private, and BIA schools described above during the fall of 1993. The sample of teachers was selected from a list of all teachers who taught students in grades K–12 for each school in sample.

The population of students included anyone in grades K–12 who was taught by a teacher described above during the fall of 1993. The sample of students was selected from class rosters obtained for sampled class periods from a subsample of the total sample teachers. Teachers were subsampled from public, private, and BIA schools.

2. Estimates

The SASS was designed to support estimates at both the state and national level for the public sector, and at the national and association level for the private sector. The association groups for private schools were:

- Association of American Military Colleges and Schools
- Catholic
- Friends
- Episcopal
- National Society for Hebrew Day Schools
- Solomon Schechter Day Schools
- Other Jewish schools
- Lutheran Church, Missouri Synod
- Evangelical Lutheran Church, Wisconsin Synod
- Association of Evangelical Lutheran Churches or Evangelical Lutheran Church in America
- Other Lutheran schools
- Seventh-Day Adventist
- Christian Schools International
- Association of Christian Schools International
- National Association of Private Schools for Exceptional Children
- American Montessori Society or other Montessori associations
- National Association of Independent Schools
- National Independent Private School Association
- All others

Comparisons between public and private schools are only possible at the national level, because private schools are selected for sampling by association group and not by geographic location, such as state.

Due to measures taken to protect the confidentiality of individual schools, state names are not available on the public-use data tapes, and affiliation identification for private schools has been recoded to a 9-level typology. Therefore, estimates from the public-use tapes will be possible for the 9-level typology for the private sector, and only for Census region for the public sector. The exception to this rule is the Teacher Demand

and Shortage (TDS) data tape, where each LEA's FIPS state code and Census region designation have been left on the tape for analysis, but the piece that has this information is not linkable to the pieces on the public use tape. (Some detailed affiliation codes have been deleted from or collapsed on the public-use data tapes to protect the confidentiality of individual responses.)

The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual and nonbilingual teachers are possible at the national level. The library and librarian surveys were designed to produce estimates at the state level for public schools and at the major affiliation level (Catholic, other religious, nonsectarian) for private schools. The student survey was designed to produce estimates at the national level for public, private, and BIA school students.

D. Periodicity of the Survey

The first three rounds of SASS were conducted three years apart; future rounds are planned at 5-year intervals.

II. Changes in SASS Design and Content from 1991 to 1994

II. Changes in SASS Design and Content from 1991 to 1994

Several changes in survey procedures, design, and content were made between the completion of the second SASS (1990–91) and the implementation of the third SASS in school year 1993–94.

A. Design Changes

Below is a summary of the changes made to the 1993–94 sample design.

- To improve the precision of the 1993–94 private sector estimates, the 1991–92 Private Schools Survey (PSS) was used as a sampling frame. The private school stratum definitions were based on the 1991–92 school reports of association membership and affiliation.
- Private school weights were adjusted so that 1993–94 SASS school totals would agree with 1993–94 PSS school totals.
- For the private sector, the sample was reallocated to publish estimates for one additional association, making a total of 19 associations.
- In 1993–94 SASS a library/librarian survey was initiated, as well as a student survey.
- The cutoff for the Native American schools was changed from an enrollment greater than 25 percent to an enrollment greater than 19.5 percent.
- The schools in the BIA stratum were selected with certainty.
- CATI facilities were used extensively for the nonresponse followup of the teacher survey, librarian survey, library survey, public school survey, and administrator survey.
- Teacher lists from sample schools were keyed to provide better control over sample sizes by stratum and to improve the effectiveness of the sort.
- Administrators who teach were eligible for the teacher sample in addition to receiving an administrator questionnaire.

B. Content Changes

1. New Components

For the 1993–94 school year, these three components were added to the SASS.

The *Student Records Questionnaire (Form SASS-5)*, which collected student data from school administrative records;

The *Library Media Center Questionnaires (Forms LS-1A, LS-1B, LS-1C)*, which collected data about school libraries;

The *Library Media Specialist/Librarian Questionnaires (Forms LS-2A, LS-2B, LS-2C)*, which collected data on school librarians.

2. Changes to Existing SASS Components

The following changes were made to the SASS questionnaires between the 1990–91 and 1993–94 surveys:[2]

Teacher Demand and Shortage Questionnaire - Questions that collected the following data were added for the 1994 SASS:

- number of days in school year (*8*);
- whether test results were released to the public (*9*);
- number of itinerant teachers (*12*);
- number of teaching positions abolished, withdrawn, or filled by a substitute teacher because of budget cuts (*14*);
- number of newly hired teachers with emergency certification (*15c*);
- number of librarians laid off at end of previous school year (*21*);
- prekindergarten programs (*22*);
- participation in Chapter 1 programs (*23*);
- participation in federal lunch program (*24*);
- enrollment choice programs (*25*);
- whether community service was required for high school graduation (*27*).
- whether district had a written policy on discipline and/or drug use (*28*);
- whether district had an agreement with a teachers' union or association (*30*);
- teachers' pay incentives for completion of training or college courses (*39*).

Items that collected data on the previous year's enrollment, number of postsecondary students and teachers, teacher benefits, and merit pay for teachers were deleted.

School Principal Questionnaires - Questions to collect the following data were added for the 1993–94 survey:

- college where bachelor's degree was earned (*6*);

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[2] The 1993–94 SASS questionnaire item numbers for added questions are given in parentheses. For the wording for these items, see Appendix F.

- information on second bachelor's (*7*) and master's (*9*) degrees;
- whether respondent is a teaching principal (*13*);
- breaks in education career (*19*);
- year when eligible for retirement (*21*);
- years in other positions prior to becoming a school principal (*14*);
- principal's perception of his/her influence on school expenditures, content of in-service programs, and teacher evaluations (*25*).

The 1990–91 item that asked the principal to rate the school's teaching staff was not included on the 1993–94 questionnaire.

School Questionnaires - For the 1993–94 survey, questions were added to all three school questionnaires to collect data about the following school programs:

- programs for students who are limited English proficient (LEP) (*21*);
- prekindergarten (*26*);
- job placement services for high school seniors (*29b*);
- "Tech-Prep" programs (*29c*);
- drug, alcohol, and tobacco use prevention (*31*);
- alcohol and drug counseling (*32*);
- courses in American Indian or Alaska Native culture and language (*24*).

In addition to the items listed above, questions to collect the following data were also added to the specific school questionnaires:

Public School Questionnaire - whether the school offered a magnet program (*15*) or had a decision-making body (*33*);
Private School Questionnaire - year the school was founded (*20*), number of teachers certified by private associations (*27b*), whether community service was required for high school graduation (*43*), whether the school supported a home schooling program (*16b*), discipline and drug use policies (*45*), teacher pay incentives for completion of training (*54*);
Indian School Questionnaire - whether community service was required for high school graduation (*37*), discipline and drug use policies (*39*), teacher pay incentives for completion of training (*48*);

Items to collect the following data were deleted from the school questionnaires between the 1990–91 and 1993–94 surveys:

- previous year's enrollment;
- level of school;
- type of community;[3]
- students who attend another school for part of the day;
- high school programs (college prep, vo-tech, general track);

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[3] This information was available from the school sample files; therefore, the question was unnecessary.

- teachers with advanced degrees;
- counts of teachers by years of experience:
- number of new teachers by teaching field;
- number of teachers who left by teaching field;
- volunteers;
- teacher evaluation program;
- mentor program for new teachers;

The 1990–91 survey items that collected the following data were also deleted from the specific school questionnaires for 1993–94:

Public School Questionnaire - number of days in school year;[4]
Private School Questionnaire - number of postsecondary students and teachers, number of teachers during previous school year, merit pay programs for teachers, teachers' benefits;
Indian School Questionnaire - number of postsecondary students and teachers, number of teachers during previous school year, merit pay programs for teachers, teachers' benefits.

Teacher Questionnaires - Questions to collect the following data were added for the 1993–94 survey:

- college where bachelor's degree was earned (*16*);
- information about second bachelor's (*17*) and master's (*19*) degrees;
- certification by other states or for fields other than those currently taught (*24*);
- whether respondent was a Chapter 1 teacher (*27*);
- participation in in-service training, committees, college courses (*30-33*);
- number of tardy students and classroom disruptions during previous week (*43*);
- whether respondent has ever been threatened (*49*) or physically attacked (*50*);
- year when eligible to retire (*51*);
- limited English proficient (LEP) students taught (*63*).

1990–91 items that collected the following data were not included on the 1993–94 teacher questionnaires:

- levels (elementary, middle school, etc.) at which the respondent had ever taught;
- number of college courses in teaching methods and in subjects currently taught;
- whether he/she assigned homework during previous week;
- achievement level of students in each class taught by respondent;

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[4] For the 1993–94 survey, this information was obtained from the district that operated the school.

- number of male students and minority students in each class taught by respondent;
- grade level of most students in each class taught by respondent;
- ranking of some educational goals;
- main activity previous school year;
- whether he/she received pay incentives.

C. Procedural Changes

1. Timing

Data collection for the 1993–94 SASS began earlier than the 1990–91 survey. The 1993–94 LEA, principal, library, and librarian questionnaires were mailed in October 1993; school questionnaires and about three-fourths of the teacher questionnaires were mailed in early December. The first questionnaire mailout for 1990–91 SASS was in mid-December 1990.

2. Teacher Listing Form

Because of problems that occurred in the 1987–88 and 1990–91 SASS when ineligible school staff were selected for the teacher sample, a revised teacher listing form and procedures were tested during the 1992–93 school year. As a result of this Teacher Listing Validation Study,[5] the Teacher Listing Form (SASS-16) was extensively revised to make it more user-friendly — the format was changed and the instructions were clarified.

3. Questionnaire Labeling

In the 1990–91 SASS, there were problems of student and teacher overestimates for public schools and LEAs because (1) some respondents reported for more than one school or district or (2) their definition of a school or an LEA was different from that used by their state (which reported school and LEA data for the CCD, which was the SASS sampling frame for public schools and LEAs). In order to obtain data consistent with the CCD data, the 1993–94 LEA and school questionnaires were clearly labeled to indicate the range of grade levels that was expected. The respondents were instructed to call a toll-free number if the school's or LEA's grade range was different from that shown on the front of the questionnaire. During this call, Census staff determined whether the difference was the result of a change to the school or LEA since the 1991–92 CCD, or was the result of misunderstanding by the respondent or differences in school or LEA definitions. If there had been no change to the school or LEA since the CCD data were collected, the respondent was instructed to report only for the grades printed on the front of the questionnaire so that the data would be consistent with CCD.

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[5] For more details about this study, see section B of Chapter III.

4. Nonresponse Follow-up

For the 1990–91 SASS, field representatives from the twelve Census regional offices attempted to collect the questionnaire data by telephone for all cases that had not returned the mail questionnaires. For the 1993–94 survey, computer-assisted telephone interviewing (CATI) from two centralized locations was used to follow up principal, library, librarian, and public school nonresponse cases and about two-thirds of the teacher nonresponse cases. Nonresponse follow-up for LEAs, private schools, Indian schools, and the remainder of the teachers was conducted over the telephone by Census field representatives and filled out on telephone interview questionnaires.

III. Preparation for the 1993–94 SASS

III. Preparation for the 1993–94 SASS

Improvement of questionnaires and procedures is an ongoing process for the SASS. Before each survey year, field tests and other studies (e.g., cognitive research) are conducted to test new or revised questionnaire items and changes in procedures. Prior to the 1993–94 SASS, this research included cognitive research on the revised public school questionnaire and field tests for the revised LEA, school, principal, and teacher questionnaires, the revised teacher listing form, and the two new components of SASS — the Student Records Questionnaire and the Library Survey.

A. Cognitive Research on Public School Questionnaire

This research was conducted in February 1992 with a sample of seventeen public schools in Iowa, Oklahoma, Nebraska, North Dakota, and South Dakota in order to test some proposed new survey questions and to gain insight into the causes of some reporting problems in the 1990–91 SASS. (During that data collection, some public schools reported significantly more students and teachers than had been reported on the 1988–89 Common Core of Data (CCD), which was the sampling frame for the SASS public schools.)

1. Procedures

Census staff who were experienced cognitive interviewers visited selected schools and asked each school's principal to complete the SASS public school questionnaire[6] while being observed. The principal was also asked to read the survey questions aloud and to verbalize any thoughts or questions he/she had about them. The interviewer asked some probing questions to elicit the respondent's thoughts, such as "Why did you hesitate before answering that question?" or "What does the term 'LEP' mean to you?" Each interview was tape recorded and summarized in writing. Table III-1 displays the number and level of schools selected to participate in this research.

Table III-1.--Schools selected for cognitive research

	Level of school			
State	Elementary	Middle school or junior high	High school	Total
Iowa	0	0	1	1
Oklahoma	2	0	2	4
Nebraska	2	1	1	4
North Dakota	2	1	1	4
South Dakota	2	1	1	4
Total	8	3	6	17

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[6] This questionnaire was the same public school form tested in the 1991–92 field test, which is described in section B of this chapter.

2. Results

The results of this research supported the following assumptions that had been made previously about the causes of the public school reporting problems for 1990–91 SASS in these states:

- In some small school districts, the principal of one or more schools is often the district superintendent and he/she may report for the entire district because the information is readily available. Also, in some of these cases, all the schools in the district are located on one campus.
- Some local school officials and school staff who fill the SASS questionnaires use different school definitions than state officials who report data for the Common Core of Data (CCD). For example, the state of Nebraska does not report any K–12 schools for CCD; instead, they divide these schools into separate elementary (grades K–6) and secondary (grades 7–12) schools. However, there are Nebraska schools where all of grades K–12 are in one building and have one principal; these principals frequently report all grades in the building as one school for SASS.
- In some areas of Oklahoma, the term "school" is used to refer to the entire district, while "attendance center" is used to designate what is considered a school for SASS.

The research also indicated that the proposed new questionnaire items that asked for counts of students enrolled in specific science, math, and computer science classes were too difficult and time-consuming to answer. Several respondents said they were unable to provide accurate responses to these questions or would be unwilling to do so if they received the questionnaire in the mail. In addition, there were definitional problems for some of the class subject names.

B. 1991–92 SASS Field Test

During the 1991–92 school year, proposed changes to the SASS questionnaires and procedures were field tested with samples of LEAs, schools, principals, and teachers. Table III-2 shows the number selected for each sample and the response rates.

Table III-2.–Number of LEAs, schools, principals, and teachers selected for 1991-92 field test and response rates

Sample units	Number	Response rate
LEAs (SASS-1A)	390	88.0%
Principals		
Public (SASS-2A)	420	99.5%
Private (SASS-2B)	480	96.7%
Schools		
Public (SASS-3A)	420	95.9%
Private (SASS-3B)	480	93.3%
Teachers		
Public (SASS-4A)	420	96.5%
Private (SASS-4B)	480	96.1%

1. Procedures That Were Tested

During the 1991–92 field test, the following data collection procedures were tested:

- A toll-free 800 was printed on the front of each questionnaire so that respondents could easily call for assistance in filling the form.
- Reminder postcards were mailed to each sample unit one week after the initial mailing of the questionnaire.
- After the second mailing of the teacher questionnaire, each nonrespondent teacher was sent a postcard asking for his/her home telephone number and permission to call at home. This procedure had been proposed after the 1990–91 SASS because it was very difficult to conduct telephone interviews with teachers — the only available phone numbers were for the schools where they worked and most teachers had little or no free time during the school day to participate in a telephone interview.

The use of the 800 number and the reminder postcards was adopted for the 1993–94 SASS. However, the request for teachers' home phone numbers was rejected because so few teachers responded during the field test — of the 350 teachers who were mailed the postcard requesting phone numbers, only seventeen provided phone numbers and permission.

2. New Questionnaire Items

a. Tested questions used for 1993–94 SASS

Questionnaire items designed to collect the following data were successfully tested in the 1991–92 field test and were incorporated into the 1993–94 SASS questionnaires:

Teacher Demand and Shortage Questionnaire for Public School Districts

- Whether the LEA had a choice program and, if so, the enrollment options offered;
- Number of itinerant teachers employed by the LEA;
- Number of FTE teaching positions abolished, withdrawn, or filled by a substitute teacher because of budget cuts;
- Whether the LEA had an agreement with a teachers' union or similar teachers' organization for collective bargaining or meet-and-confer discussions;
- Whether community service was a high school graduation requirement;
- Whether the LEA had written policies on discipline and use of alcohol, tobacco, and drugs.

Principal Questionnaires

- Whether principal had a second master's degree and, if so, the field and year of the degree;
- The year the principal would be eligible to retire;
- The principal's perception of the amount of influence that various groups and individuals (e.g., State Department of Education, school board, principal) have on how the school budget is spent, content of in-service programs, and teacher evaluations.

Public School Questionnaire

- Number of students enrolled in programs for limited English proficient (LEP) students and types of LEP programs offered;
- For schools with twelfth graders, whether school offered job placement services and whether a "Tech-Prep" program was offered;
- Alcohol, tobacco, and drug use prevention programs;
- School-wide councils.

Private School Questionnaire

- Number of students enrolled in programs for limited English proficient (LEP) students and types of LEP programs offered;

- For schools with twelfth graders, whether school offered job placement services and whether a "Tech-Prep" program was offered;
- Alcohol, tobacco, and drug use prevention programs;
- For high schools, whether community service was a graduation requirement;
- Whether school had written policies on discipline and drug, alcohol, and tobacco use.

Teacher Questionnaires

- Whether teacher had a second master's degree and, if so, the field and year of the degree;
- Whether teacher was a Chapter 1 teacher;
- Participation in in-service training, professional development programs, and selected committees (e.g., curriculum and textbook selection committees);
- Whether teacher was a member of a teachers' organization;
- Teaching certificates awarded by other states or for fields other than the respondent's primary and secondary teaching assignments;
- Number of tardy students and number of disruptions during previous school week;
- Whether teacher had been threatened or physically attacked by a student;
- Year that teacher would be eligible to retire.

b. Tested questions rejected for 1993–94 SASS

Questionnaire items designed to collect the data listed below were tested in the 1991–92 field test but were not incorporated into the 1993–94 SASS questionnaires for one or more reasons — (1) the response rates in the field test were too low, (2) questions or comments made by respondents in phone calls or during the cognitive research indicated that data collected by the items could be invalid because of wording ambiguity or definitional problems, (3) collecting the data put an unreasonable burden on the respondent, or (4) the information was no longer needed for education research.

Teacher Demand and Shortage Questionnaire for Public School Districts

- Counts of prekindergarten students by four categories — two years prior to kindergarten, one year prior to kindergarten, prekindergarten combined, and special education;
- FTE counts of prekindergarten teachers — total, new hires, new hires with emergency certification, and vacant positions by type of prekindergarten (two years prior to kindergarten, one year prior to kindergarten, prekindergarten combined, and special education);
- FTE counts of teachers (for kindergarten and above) — total, new hires, new hires with emergency certification, and vacant positions by teaching field (kindergarten, general elementary, English, foreign language, math, etc.);
- FTE counts of nonteaching LEA staff (e.g., administrators, counselors, bus drivers);
- Detailed information on teacher recruitment and hiring — number of applicants by type (e.g., new college graduates who were certified, experienced teachers from other LEAs within the same state, experienced teachers from private schools), number of teaching positions that could not be filled, recruitment methods, etc.;
- Whether LEA had a curriculum for drug and alcohol prevention and, if so, the grade levels where used, whether training was provided to teachers, and whether it was required for schools in the LEA.

Public School Questionnaire

- Counts of prekindergarten students by three categories — two years prior to kindergarten, one year prior to kindergarten, and prekindergarten combined;
- For schools with any of grades 7 – 12, counts of students enrolled in specific science, math, and computer science classes;
- Whether the school publicly reported results of standardized tests (this question was moved to the LEA questionnaire (SASS-1A) for 1993–94 SASS);
- Whether students living in other attendance areas could enroll in the school at no cost.

Private School Questionnaire

- Counts of prekindergarten students by three categories — two years prior to kindergarten, one year prior to kindergarten, and prekindergarten combined;

- For schools with any of grades 7 – 12, counts of students enrolled in specific science, math, and computer science classes;

- FTE counts of prekindergarten teachers — total, new hires, and vacant positions by type of prekindergarten (two years prior to kindergarten, one year prior to kindergarten, prekindergarten combined, and special education);

- FTE counts of teachers (for kindergarten and above) — total, new hires, and vacant positions by teaching field (kindergarten, general elementary, English, foreign language, math, etc.);

- Detailed information on teacher recruitment and hiring — number of applicants by type (e.g., new college graduates, experienced teachers from other private schools within the same state, experienced teachers from public schools within the same state), number of teaching positions that could not be filled, recruitment methods, etc.

Teacher Questionnaires

- Whether teacher participated in training on classroom management, teaching higher order thinking skills, and instructing students with special needs;

- For teachers who belonged to teachers' organizations, the type of organization;

- Number of preparations done during previous school week;

- Number of students who were absent from the respondent's class(es) without an excuse and the number who appeared to be under the influence of alcohol or drugs during the previous week;

- The teacher's opinion of how much other selected school staff have helped him/her in improving his/her teaching;

- Whether respondent has been verbally abused by a student;

- The teacher's perception of how safe his/her school and the surrounding area are.

C. Teacher Listing Validation Study

The Teacher Listing Validation Study was conducted to evaluate the Teacher Listing Record, the form used to obtain the list of teachers for each school in the SASS sample, and to field test the revised school questionnaires in preparation for the 1993–94 SASS.

1. Component 1

The objectives for component 1 were to determine whether (1) the schools completed the Teacher Listing Record (TLR) according to the instructions on the form, (2) the schools listed eligible teachers, and (3) the LEAs could provide more accurate lists of teachers than their schools.

The sample consisted of 300 private schools, 290 public schools, and the 254 LEAs associated with the selected public schools. In November 1992, a TLR was mailed to each school and LEA in sample.

For the public schools, the difference between teacher counts on the school's TLR and the LEA's TLR was calculated. For the private schools, the difference between the number of teachers reported on the TLR and what was reported on the 1991–92 Private School Survey (PSS) was calculated. The 100 public schools (and their associated LEAs) and 100 private schools with the largest differences were selected for reinterview and reconciliation conducted in February and March 1993.

Reinterview and reconciliation for component 1

For the 100 public schools selected for reinterview, 50 were done by personal visit, and 50 by telephone. The 100 private schools were also divided in half for reinterview.

- For the personal visit cases, the original respondent completed another TLR. Then the reinterviewer compared the new TLR with the original and asked the respondent to explain any differences. This methodology was used for both public and private schools.
- For the 50 public school telephone cases, the school was mailed a copy of both the TLR completed by the LEA and that completed by the school, along with a letter explaining that a Census Bureau representative would telephone to resolve the discrepancies. The field representative tried to determine which teacher list was correct and why the differences occurred.
- For the 50 private school telephone cases, the respondent completed another TLR over the phone. The reinterviewer then reconciled any differences between the original TLR and the reinterview TLR.

Results of component 1

- Public schools were more accurate in listing teachers than the LEAs that operated the schools.
- Public schools, LEAs, and private schools often omitted part-time teachers and specialized subject matter teachers (e.g., special education, P.E., music) from the TLR.

2. Component 2

The objective of component 2 was to determine whether the school questionnaire or the TLR produced a more accurate count of teachers in the school.

The sample consisted of 290 public schools and 300 private schools. Each school was mailed a TLR in November 1992. In February 1993, each school was mailed a SASS-3X school questionnaire, which was also being field-tested in preparation for the 1993–94 SASS.

The difference in teacher counts between the TLR and the school questionnaire was calculated. For the telephone reinterview, 100 public schools and 100 private schools with the largest differences were selected. Each school was mailed a copy of the TLR and the school questionnaire they completed. A Census Bureau representative then called the school to reconcile the differences between the teacher count reported on the original TLR and that reported on the school questionnaire.

Results of component 2

- Both public and private schools were more accurate in reporting teachers using the TLR than the school questionnaire.
- Both public and private schools often omitted part-time teachers when reporting their teacher count using the school questionnaire.

D. 1993 SASS Student Records Field Test

The Student Records field test was conducted in the spring of 1993 to determine the feasibility of collecting student data from school records as part of the 1993–94 SASS. This research project was designed to test a proposed questionnaire, as well as procedures for selecting a student sample and for collecting the data.

A major area of concern for this study was the development of procedures for selecting sample students. Because students were selected from the class rosters of sample teachers and a student could be taught by more than one sample teacher, it was necessary to obtain information on the multiple probabilities for student selection, or multiplicity. Before the field test, cognitive research was conducted in four local schools to test a method of obtaining the multiplicity information. As a result of this first round of research, the multiplicity questions were revised and cognitive interviews were conducted in two more local schools. Based on the findings of these six interviews, a new set of multiplicity questions was developed for the Student Records Questionnaire used for the field test.

There were two components in the Student Records Field Test — mailout with telephone follow-up and personal visit.

1. Mailout with Telephone Follow-up

For this component, schools were mailed a Teacher Listing Record (TLR) and asked to list their teachers. From each list, a sample of three teachers was selected. The schools were then recontacted and asked to provide a class roster for a specified class period for each selected teacher. A sample of three students was selected from each roster.

Table III-3.--Summary of mail component of Student Records Field Test

	Public schools	Private schools
Selected for sample	282	194
Returned Teacher Listing Record	213	133
Provided student rosters	204	131
Completed student questionnaires	184	103

Data for nine students were collected from each school. For each student, there were three pages of questions (e.g., grade level, year of birth, race, participation in federal lunch program). The school's name and the nine selected students' names were printed on the front of the questionnaire. Mailout took place in April 1993. Census field representatives telephoned schools that did not return their questionnaires to obtain the data.

Although a few schools did provide rosters by FAX, most of the student sampling for the mailout component was done over the phone by clerks at a Census processing center because of time constraints. The clerk selected a class period for each sample teacher and, based on the number of students in the class, asked for the names of the three selected students. The majority of schools agreed to give student names over the phone. However, 34 public schools and 44 private schools refused to give out student names; instead, they used "code numbers" (the numbers which corresponded to the line number on the roster) or students' initials. This method of student identification caused the following problems in data collection:

- When the student questionnaires arrived at the schools, there were nine sets of numbers or initials on the cover with no indication as to which teacher or which class they referred to. As a result, some schools called Census headquarters to find out to whom the numbers or initials referred. By referring to the student sampling information sheet, Census staff was able to determine the teachers and class periods for the sample students. With this information, most of these schools could determine which students had been selected.

- These cases had to be omitted from the nonresponse telephone follow-up because neither the schools nor the field representative would know which students the numbers or initials referred to.

2. Personal Visits

Twenty-three public schools and five private schools were chosen for personal visit interviews. Of these, eighteen public schools agreed to participate, and all five private schools agreed.

Most of the schools selected for personal visit were BIA or Indian schools. Personal visits were conducted in April 1993.

During the personal visit interview, a field representative selected the student sample and completed the Student Records Questionnaire. In addition to the regular questionnaire, there was a one-page Indian supplement containing thirteen questions for American Indian and Alaska Native students. These questions were field tested to determine if it was feasible to fulfill BIA's request to include them in the full-scale student survey as part of 1993–94 SASS.

3. Questionnaire Redesign

In the field test, the 32-page questionnaire had the nine students' names pre-printed on the cover; clerks had to hand-print the students' and teachers' names on the appropriate pages within each form. Also, the pretest only had one control number for the entire school, rather than a control number for each student.

Based on findings from the field test, the 1993–94 questionnaire was completely redesigned. For 1993–94, there was a separate four-page questionnaire for each student. On the front was pre-printed the following information: student control number, student name, teacher's name, selected class period, names of the three teachers selected for the student survey. All the student questionnaires for a school were stapled inside a cover folder which was pre-printed with the following information: school's control number, name, and address; and the number of students selected from that school.

E. 1990–91 Library Field Test

The Library and Librarian Questionnaires were field tested during the 1990–91 SASS. They were mailed to a subset of the SASS sample schools. Schools that did not return the mailed questionnaires were contacted by Census field representatives who attempted to collect the data by phone.

Table III-4.--Summary of Library Survey Field Test

Questionnaire	Mailed out	Completed	Noninterviews	Out-of-scope cases
Public School Library Media Center Questionnaire	291	260	11	20[1]
Private School Library Media Center Questionnaire	391	262	31	98[1]
Public School Librarian	291	253	10	28[2]
Private School Librarian	391	157	26	208[2]

[1] Includes cases where the sample school was out of scope (e.g., not a school, postsecondary only) and those where the school did not have a library.

[2] Includes cases where the school was out of scope, those where the school did not have a library, and those where the library did not have a librarian.

As a result of this field test, some items with low response rates were deleted from the 1993–94 questionnaires and some were reworded.

IV. Sample Design and Implementation

IV. Sample Design and Implementation

A. Sampling Frames

1. Public Schools

The primary public school frame for the 1993–94 SASS was the 1991–92 school year Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from all state education agencies. For the 1991–92 school year, state education agencies used their administrative record data to report data for a total of 86,287 schools. NCES and the state education agencies work cooperatively to assure comparability between data elements reported. The CCD is believed to be the most complete public school listing available. The frame includes regular public schools and Department of Defense schools. Nonregular schools such as special education, vocational or technical schools are also included in the sample frame. Before sampling, duplicate schools and schools outside of the United States were removed from the frame. Schools that only teach prekindergarten, kindergarten or adult education were also removed. A total of 82,746 schools remained on the 1991–92 public school frame.

2. Bureau of Indian Affairs Schools

The schools associated with the Bureau of Indian Affairs (BIA) were in a separate frame from the public schools or the private schools. The list of BIA schools came from the Office of Indian Education's Program Education Directory from the Bureau of Indian Affairs. The BIA directory of schools lists all schools funded by BIA and the Office of Indian Education by name of school, location, and the number of teachers and students. 176 schools were on the BIA Directory list.

The BIA list was matched to the CCD. The 150 schools on the BIA list which did not match to the CCD were added to the universe of schools for the 1994 SASS.

The 176 total BIA schools (the 26 matching to the CCD and the 150 which did not match to the CCD) were placed in their own stratum and allocated for sample with certainty.

3. Private Schools

3,347 private schools were selected, before unduplication, using a dual frame approach. The list frame from the Private School Survey (PSS) was the primary private school frame, and an area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame. The 3,347 is thirteen less than originally designated due to the randomness introduced by the overlapping procedures (for further information see technical report, *1993-94 Schools and Staffing Survey: Sample Design and Estimation,* by R. Abramson et.al, NCES).

List Frame

The base for the list frame used for private schools was the 1991–92 Private School Survey (PSS) list frame. NCES initiated PSS to build a universe frame of private schools. The 1991–92 PSS list frame universe is based on the 1989–90 PSS universe updated with private school association lists given to the Census Bureau in the spring of 1991. Various private school associations were asked to supply lists of their schools. Twenty-four such lists were received. These lists were matched with the 1989–90 PSS list and any association list school not found on the PSS was added to the frame. Before sampling, duplicate schools were excluded from the frame. Schools that only teach prekindergarten, kindergarten or adult education were also removed. The list frame consisted of approximately 25,051 schools. The 1991–92 PSS list frame was partially updated for 1994 SASS. Again, various private school associations were asked to supply lists of their schools. The same matching procedures were applied and only nonmatches were added to the file.

Area Frame

The 1993–94 SASS area frame was designed to produce approximately 50% overlap with the previous SASS. Consequently, the area frame consisted of two sets of sample PSUs: 1) a subsample of the 1991 SASS area frame sample PSUs (overlap); and 2) sample PSUs selected independently from the 1991 SASS sample (nonoverlap). The 1991 SASS sample PSUs were selected systematically with probabilities proportional to the square root of 1988 projected population from each of sixteen strata defined by Census region, metro/nonmetro status, and whether the PSU's percent private school enrollment exceeded the median percent private enrollment of the other PSUs in the census region/metro status strata. By maintaining a fifty percent overlap of PSUs, the reliability of estimates of change was maintained at a reasonable level, while reducing respondent burden.

The eight certainty PSUs in the 1991 SASS area frame remained in the 1994 SASS sample with certainty. For 1994 SASS, the schools in the 1991 certainty area frame PSUs were made a part of the list frame. All 58 of the PSUs that had been in 1991 SASS for the first time and not previously overlapped were selected again for 1993–94 SASS, thus becoming the 1993–94 SASS overlap sample of PSUs.

An additional 58 PSUs were selected independently. The United States was divided up into 2,054 primary sampling units (PSUs). Each PSU consisted of a single county, independent city or cluster of geographically contiguous areas defined so that each PSU had a minimum population of 20,000 according to population projections for 1988, when the PSUs were first formed. To avoid having PSUs covering too large a geographic area some PSUs had less than 20,000 in population. The eight certainty PSUs in 1991 were also excluded from the independent PSU sampling operation.

The strata were defined the same way as in the 1991 SASS area frame design: a) Census region (four levels - See Section 3.2 for a description), b) metro/nonmetro status (two levels) and c) whether the PSU's percent private school enrollment exceeded the median percent private enrollment of the other PSUs in the census region/metro status strata (two levels - using 1980 Census data).

A minimum of two PSUs were allocated to each of the 16 strata (32 PSUs). 26 additional PSUs were allocated to the 16 strata to more nearly approximate a uniform sampling fraction of PSUs from each stratum.

The PSUs were selected as a systematic sample with probability proportionate to the square root of the 1988 projected PSU population. A total of 123 distinct PSUs were in sample since one PSU was selected for both sets of samples. Its weight was adjusted to appropriately reflect the duplication.

B. Sample Allocation

1. Public Schools

The SASS sample is a stratified sample. For public schools, the first level of stratification was by three types of schools: (A) Native American schools (schools with 19.5% or more Native American students), (B) schools in Delaware, Nevada and West Virginia, and (C) all other schools. For an extended discussion of the stratification, see the *1993–94 Schools and Staffing Survey: Sample Design and Estimation,* NCES 96-089, by Robert Abramson, Cole Cornette, Sharon Fondelier, Betty Jackson, and Randall Parmer.

For the second level of stratification, the type A schools were stratified by Arizona, California, Montana, New Mexico, North Dakota, Oklahoma, Washington and all other states (except Alaska, since most Alaskan schools have high Native American enrollment); the type B schools were stratified first by state and then by district and, the type C schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia).

Within each second level, there were three grade level strata (elementary, secondary, and combined schools), defined as follows:

Regular Schools:

Elementary	Lowest Grade ≤ 6 and Highest grade ≤ 8
Secondary	Lowest Grade ≥ 7 and Highest grade ≤ 12
Combined	Lowest Grade ≤ 6 and Highest grade > 8

Nonregular schools which include special education, vocational, technical, adult education (if part of in-scope school) or alternative/continuation grades were classified as combined schools. See Table IV-1 for the public school sample allocation.

Table IV-1.--Sample allocation for both public and private schools, and administrators and public districts

	Total	Elementary	Combined	Secondary
Public LEAs'	5,459			
Public				
General Schools (Administrators)	9,333	4,152	1,335	3,846
Bureau of Indian Affairs Schools (Administrators)	176	122	29	25
Native American Oversample Schools (Administrators)	451	268	32	151
Public School Total	9,960	4,542	1396	4,022
Private*				
List Frame Schools (Administrators)	3,202	1,554	1061	587
Area Frame Schools (Administrators)	158	69	81	8
Private School Total	3,360	1,623	1,142	595

*These numbers are the original designated sample size. After unduplication and sample loss due to randomness introduced from the overlap process the actual mark out sample was 3,162 list frame and 153 are frame schools.

2. Bureau of Indian Affairs Schools

All BIA schools were selected with certainty. Therefore, no stratification was needed. See Table IV-1 above for the BIA school sample allocation.

3. Private Schools

For list frame private schools, the frame was partitioned into an initial set of 228 cells. The first level of stratification was school association membership (19):

1) Military - membership in the Association of American Military Colleges and Schools;

2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;

3) Friends - affiliation as Friends or membership in the Friends Council on Education;

4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools association;

5) Hebrew Day - membership in the National Society for Hebrew Day Schools association;

6) Solomon Schechter - membership in the Solomon Schechter Day Schools;

7) Other Jewish - other Jewish affiliation;

8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;

9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;

10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;

11) Other Lutheran - other Lutheran affiliation;

12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;

13) Christian Schools International - membership in Christian Schools International;

14) Association of Christian Schools International - membership in the Association of Christian Schools International;

15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;

16) Montessori - membership in the American Montessori Society or other Montessori associations;

17) National Association of Independent Schools - member of the National Association of Independent Schools;

18) National Independent Private School Association - member of the National Independent Private School Association;

19) All else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Within each association membership, schools were stratified by grade level (elementary, secondary, and combined schools) as defined above.

Within association/grade level, schools were stratified by four Census regions: Northeast, Midwest, South, and West.

The area frame was stratified by PSU and school level.

For the private sample school allocation, see Table IV-1 above.

C. Overlapping 1991 and 1994 SASS Samples

1. Public Schools

One of the goals for the 1993–94 SASS was to measure change between 1990–91 and 1993–94 for various characteristics. To improve such estimates, the sample selection process controlled the amount of overlap between the 1990–91 and 1993–94 school samples. Appendix 2 in the technical report, *1993–94 Schools and Staffing Survey: Sample Design and Estimation,* by R. Abramson et.al, NCES, describes how this was done.

The 1990–91 SASS pretest measured the impact of collecting data from the same school several times. For public schools, the effect on response rates was minimal - 92% for nonoverlap schools and 87% for overlap schools. (To account for overlap schools being selected only from 1987–88 SASS respondents, overlap pretest sample schools were adjusted for the 1987–88 SASS nonresponse.) Similar rates computed for the 1993–94 SASS show there was no effect on response rate - 92.1% for nonoverlap schools and 91.8% for overlap schools. This suggests that the school overlap rate can be high, since the increased precision resulting for estimates of change produces little degradation of response rates.

To minimize the impact on the 1993–94 district response rates, the school overlap was set at 30%. With a controlled 30% school overlap, the expected district overlap rate was 58%, which from the SASS pretest translates into an expected 6 percentage point drop in response rates if there were no overlap at all. The predicted drop in the district response rate did not occur. The simplification in the district questionnaire is thought to be a contributing factor for the actual increase in response rates.

2. Private Schools

From the 1990–91 SASS pretest, we learned that overlapping samples reduces response rates among private schools. Since the overall 1987–88 SASS private school response rate was only 79%, it was considered important to minimize the impact of overlapping the samples in 1990–91, so as to reduce the effect on response rates for 1990–91. To do this, we designed a sampling scheme which controlled the expected overlap. This sampling scheme, used in the list frame, provided a 30% overlap for associations with a high 1987–88 response rate and minimized the overlap for associations with a low response rate. The response rates for associations in 1991 were similar to those in 1988. The overlap for 1994 was expected to remain the same as in 1991. Note that the 1994 SASS data do not support our assumptions about the effect of overlapping sample upon the response rate. The response rate for nonoverlap was actually slightly lower than overlap (82.8% versus 87.9%) for 1994 SASS private schools.

The 1990–91 SASS area frame sample was selected independently of the 1987–88 area frame sample. There was no need to control overlap since half the PSUs selected from the 1990–91 frame were in the 1987–88 sample as well. One would assume from this that many schools in these PSUs would be eligible again in 1990–91. Also, many schools in this frame were in the certainty strata. Taken together, these two design aspects produced an overlap of 24.5 percent over the entire area sample.

D. Sample Selection Procedures

1. Public Schools

To facilitate the calculation of district weights, it was important that within a stratum all schools belonging to the same district be together. This can be achieved by sorting by district ID first. However, to get additional efficiencies into the sample design, it would be better to sort by other variables before sorting by district ID (see below). To achieve both of these goals, the sort variables' value for zip code was recoded to make them the same for every school within a stratum/district.

All schools within a stratum/district had the first three digits of the ZIP code set equal to the ZIP code of the first school in the stratum/district.

After zip code was changed the schools within a stratum were sorted by the following variables:

1. State;
2. District urbanicity:
   1 = Central city of a Metropolitan Statistical Area (MSA)
   2 = MSA, not central city
   3 = Outside MSA;
3. District ZIP Code (The first three digits)
4. CCD District ID number;[7]
5. Highest grade in school
6. School percent minority:
   1 = 0-5%
   2 = 6-20%
   3 = 21-50%
   4 = 51% or more;
7. School enrollment; and
8. CCD School ID[8]

Within each stratum, schools were systematically selected using a probability proportionate to size algorithm. The measure of size used for the schools on CCD was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling operation and included in the sample with certainty.

2. Private Schools

Within each stratum for private schools on the list frame, sorting took place on the following variables:

1. State;
2. Highest grade in the school
3. Urbanicity
   1 = large central city
   2 = mid-size central city
   3 = urban fringe of large city
   4 = urban fringe of mid-side city
   5 = large town
   6 = small town
   7 = rural
4. Zip Code (The first two digits):

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[7] CCD District ID number is a unique number assigned to each school district by NCES.

[8] CCD School ID is a unique number assigned to each school.

5. 1991–92 PSS Enrollment;
6. PIN number: This PIN number is a unique number assigned by QED which identifies the school on PSS. The PIN numbers for schools added from private affiliation list adds were assigned by the Census Bureau.

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 1989–90 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in sample with certainty.

197 area frame schools were found in the 1991–92 PSS area frame within counties that had been selected with certainty. Upon recommendation from NCES, these schools were included as part of the list frame before sampling. Fourteen of these schools were selected for the 1993–94 SASS. All remaining area frame cases (in the noncertainty PSUs) remained in the area frame and were in sample.

3. Public School Districts

Once schools were selected, districts associated with these schools were in sample as well. Hence, the district sample consisted of the set of districts that were associated with the SASS public school sample. This provided the linkage between the district and the school. This portion of the district sample represented the set of districts associated with schools. The sample size for districts with schools was 5,350.

Some districts were not associated with schools. Such districts may hire teachers who teach in schools of other districts. For SASS to represent such districts, a sample of these districts was also selected. The frame for this sample consisted of 651 districts on the 1991–92 CCD file that were not associated with schools. A 1 in 6 sample was taken. The sample was selected using a systematic equal probability algorithm. Sample size for districts without schools was 109 units, of which only 5 were actually in-scope.

Research showed standard errors from Delaware, Nevada, and West Virginia were very high relative to the district sampling rate (i.e., coefficients of variation larger than 20 percent with 90 percent of districts in sample) in the 1987–88 SASS. To reduce the standard errors, all districts were used to define the sampling strata in these states. Since sampling was done within sampling strata, this guaranteed that all districts were in the district sample. The result is a standard error of zero for each of these states' district estimates.

4. Teachers

Selecting the teacher sample in both public and private schools involved the following steps. First, the selected schools were asked to provide teacher lists for their schools. From the lists, 56,736 public and 11,548 private teachers were selected.

The public and private teacher samples are described together because they were selected using identical methodology. The only differences were in the average number of teachers selected within a school.

Teacher Frame

Each selected school was asked to provide a list of their teachers and selected characteristics. Nine percent of the private schools and five percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

For each teacher on the list, the following was to be specified:

- *New/experienced*; (Teachers in their first, second, or third year teaching are classified as new teachers);
- *Race/ethnicity*; 1. White (non-Hispanic); 2. Black (non-Hispanic); 3. Hispanic; 4. Asian or Pacific Islander (API); and 5. American Indian, Aleut, or Eskimo (AIAE);
- *Bilingual/English as a Second Language (ESL)*; Teachers who use native language to instruct students with limited English proficiency (bilingual); or teachers providing students with limited English proficiency with intensive instruction in English (English as a Second Language); and
- *Field of Teaching*; Elementary teachers were classified as: general elementary, special education or other. Secondary teachers depending on their primary subject taught were classified as: math, science, English, social studies, vocational education or other.

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- Asian or Pacific Islander;
- American Indian or Aleutian or Eskimo;
- Bilingual/ESL;
- New; and
- Experienced

Within-School Teacher Allocation

For new/experienced teachers in public schools, oversampling was not required due to the large number of sample schools with new teachers. Therefore, teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private school teachers, new teachers were oversampled to ensure that there would be enough new teachers in both 1994 SASS and the Teacher Follow-up Survey (TFS).

Before teachers were allocated to the new/experienced strata, schools were first allocated an overall number of teachers to be selected. This overall sample size was chosen so as to equalize the teacher weights with the school stratification (state/level and association/level/region for public and private sectors, respectively), assuming no further teacher stratification and zero Asian Pacific Islander (API), American Indian, Aleut and Eskimo (AIAE), and Bilingual teachers.

Table IV-2 provides the average number of new and experienced teachers to be selected within each public and private school by school level. For public schools, these sizes are provided by wave. Teachers were selected in three waves in order to prevent the straggling teacher listing forms from delaying the whole teacher sampling process. At the end of the first wave, due to higher than expected listing form response rate, the projected total sample size was running higher than expected. To compensate, the average number of sample teachers per school was lowered for subsequent waves of teacher sampling.

Table IV-2.--Average number of new and experienced teachers selected per school by school level and sector

	School Level		
	Elementary	**Secondary**	**Combined**
Public Schools			
Wave 1	3.64	7.28	5.46
Wave 2	3.10	6.10	4.60
Private Schools	4	5	3

A total of 68,284 teachers were selected (62,770 new and experienced, 1,735 Asian Pacific Islander, 1,661 American Indian Aleutian or Eskimo, and 2,118 bilingual). Table IV-3 shows the number of selected teachers in SASS sample by teacher type and sector.

Table IV-3.--Number of selected teachers in SASS sample by teacher type and sector

Teacher type	Public	Private	Total
Native American	1,525	136	1,661
Asian/Pacific Islander	1,483	252	1,735
Bilingual/ESL	2,024	94	2,118
New	4,799	2,182	6,981
Experienced	46,905	8,884	55,789
Total	56,736	11,548	68,284

5. Public and BIA School Libraries/Librarians

Schools for the library sample were subsampled from the SASS sample schools. Within a sample library, the librarian questionnaire was given to the head librarian. Thus, within a school, no librarian sampling took place.

The same strata were used for library sampling as had been used for public school sampling (state and grade level). BIA schools were all selected for the library survey, so no stratification or sorting was needed.

Within strata, public school sorting took place on the following variables:

1. LEA Metro Status
   1 = Central City of a Metropolitan Statistical Area (MSA)
   2 = MSA, not Central City
   3 = Outside MSA

2. 1991-92 LEA CCD ID

3. School Enrollment

4. 1991-92 school CCD ID

1994 SASS sample schools were then systematically subsampled using a probability proportionate to size algorithm, where the measure of size was the square root of the number of teachers in the school as reported on the CCD file times the school's inverse of the probability of selection from the public school sample file. Any school with a measure of size larger than the sampling interval was excluded from the library sampling operation and included in the sample with certainty.

A total of 5,170 schools were selected for the 1994 SASS public school library and librarian surveys. The sample included 176 BIA schools and 4,994 schools subsampled from the non BIA strata. See Table IV-4 for a breakdown by grade level.

Table IV-4.--Number of selected schools for the SASS library and librarian surveys

	Grade Level			
	Elementary	**Combined**	**Secondary**	**Total**
BIA*	122	29	25	176
NonBIA				
Public	2,274	698	2,022	4,994
Private	1,337	673	490	2,500
Total	3,733	1,400	2,537	7,670

*150 BIA schools remain on the BIA school and school library media.

6. Private School Libraries/Librarians

The 1994 SASS private school library frame is identical to the frame used for the 1994 SASS private school survey, except that schools with special program emphasis, special education, vocational, or alternative curriculum were excluded.

Private schools were stratified by recoded affiliation (Catholic, other religious, nonsectarian), grade level (elementary, secondary, combined), and urbanicity (urban, suburban, rural).

Within each stratum, sorting took place on the following variables:

1. Frame: List Frame
   Area Frame

2. School Enrollment

Within each stratum, schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the school's measure of size times the school's inverse of the probability of selection. Any library with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

In all, 2,500 private schools were selected for the library sample. A breakdown by grade level is provided in Table IV-4.

7. Students

Student sampling involved several steps. First, a subsample of schools chosen for the school sample were selected for the student survey. Second, approximately three teachers chosen for the teacher sample were subsampled from each of the schools in the student survey sample. Finally, approximately two sample students were selected from each teacher. From the subsample of 1,751 schools, 4,651 teachers were selected, and subsequently 6,933 students were selected for sample. A breakdown of sample sizes by school type is provided in Table IV-5.

All 819 BIA, Native American, and Alaskan schools were selected for sample. The remaining public schools were stratified by grade level and LEA urbanicity, then sorted by 1993-94 SASS School Stratum, Census region, SASS order of selection code, and SASS School CCD ID. Private schools were stratified by recoded affiliation and grade level, then sorted by frame and school enrollment.

Within each stratum, schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the school's measure of size times the school's basic weight (the inverse of the school's probability of selection). Any student survey school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

All sample teachers selected for the SASS teacher survey from schools designated for the student survey also became eligible for the student survey. The file containing SASS sample teachers from private and public schools flagged for the student survey was sorted by school control number (essentially to sort by state), AIAE and all other teacher strata, and teacher subject.[9] Within each school, a subsample of three teachers was selected for the student survey. If a school had less then three sample teachers, all sample teachers from the school were selected.

The list of 1,751 subsampled schools with approximately three teachers per school was transmitted to Jeffersonville, Indiana where two students per teacher were to be selected. The sampling procedures described here were carried out over the telephone through contact with a representative of each sample school. The first step of the student selection procedure in Jeffersonville was to determine teacher eligibility. Teachers that did not teach regularly scheduled classes were considered ineligible and excluded.

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[9] Teacher subject is obtained from the Teacher Listing Form whereby the school is asked to place the teacher in one of ten subject categories: For elementary - general elementary, special education, and other. For secondary - math, science, English, social studies, vocational education, special education, and other.

Next, eligible teachers were classified as either self-contained or departmental. For teachers classified as self-contained, i.e., the teacher teaches the same group of students most of the day, the staff in Jeffersonville then requested a copy of the class roster. Using the class roster, Jeffersonville selected two sample students per teacher.

For departmental teachers, an additional step, the selection of sample class period, was necessary. A set of five sample class periods (one class period for each of the five days per week) was selected for each school after asking for all possible class periods, in the school, in a week. Next, it was determined which of the five class periods were eligible for each sample teacher, that is if the teacher taught an eligible class that period. Of these eligible periods, one sample class period was selected, at random, for the teacher.

If no eligible class period was found for a teacher in the first five selected for the school, five more class periods were selected, eligible class periods determined, and a sample class period selected. If no eligible periods were identified for a teacher in the second set of five, the school was asked for all of the class periods that the teacher teaches and then one class period was selected at random.

Finally, a copy of the class roster for the sample period and day was requested. Using the class roster, given to Jeffersonville staff, two sample students per teacher were selected systematically for the student survey.

Table IV-5.–Number of private, BIA, and public schools, teachers, and students in the Student Survey in 1993–94 SASS

Type of School	Number of schools	Number of teachers	Number of students
Total Private	381	903	1.236
Total Public	1,370	3,748	5,697
BIA	176	430	602
Native American	444	1,262	2.024
Alaska	199	549	759
Other Public	551	1,507	2,312
Total Public and Private	1,751	4,651	6,933

V. Data Collection

V. Data Collection

A. Time Frame of the Survey

The 1993–94 Schools and Staffing Survey (SASS) data were collected during the 1993–94 school year. Table V-1 summarizes the specific data collection activities and the time frame in which each occurred.

Table V-1.--Data collection time schedule

Activity	Month of activity
Introductory letters mailed to local education agencies (LEAs)	August 1993
Introductory letters and teacher listing forms mailed to schools	September 1993
Census field representatives called LEAs to obtain the name of the person to whom the Teacher Demand and Shortage Questionnaire (SASS-1A) should be addressed	September 1993
Second mailing of teacher listing forms to schools	October 1993
Initial mailing of questionnaires to LEAs (SASS-1A) and of questionnaires for principals (SASS-2A, SASS-2B, SASS-2C), libraries (LS-1A, LS-1B, LS-1C), and librarians (LS-2A, LS-2B, LS-2C) to schools	October 1993
Telephone follow-up of teacher listing forms not returned by schools	November - December 1993
Second mailing of LEA, principal, library and librarian questionnaires	November - December 1993
Initial mailing of school questionnaires (SASS-3A, SASS-3B, SASS-3C)	December 1993
Initial mailing of teacher questionnaires (SASS-4A, SASS-4B, SASS-4C) to schools	December 1993 - February 1994
Advance letters mailed to schools selected for student records survey	December 1993
Telephone calls to schools for student records survey sample selection	January - February 1994
Second mailing of school and teacher questionnaires	January - February 1994
Initial mailing of student questionnaires to schools	March 1994
Second mailing of student questionnaires	April 1994
Personal visit sample selection and interviews for student records survey	March - June 1994
Telephone follow-up of mail questionnaire nonrespondents	January - June 1994

B. Data Collection Procedures

1. LEA Contact

In August 1993, a letter describing the Schools and Staffing Survey and requesting cooperation was mailed to each sample local education agency (LEA). This letter also informed the LEA personnel that a Census field representative would call during September to obtain the name of a contact person, i.e., the person to whom the LEA questionnaire (SASS-1A) should be addressed.

2. Teacher Listing

In September 1993, introductory letters were sent to the sample schools. Enclosed with each letter was a Teacher Listing Form (SASS-16), on which the school principal (or other school staff) was asked to list all teachers in the school. Included on this listing form were instructions about which types of school staff to include as teachers, as well as a toll-free number to call if assistance were needed. A postage-paid return envelope addressed to the appropriate Census Bureau regional office was enclosed.

One week after the listing forms were sent out, a reminder postcard was sent to each school. Three weeks after the postcard, a second copy of the listing form was mailed to each school that had not returned the first listing form (approximately 60 percent of the sample schools).

Four weeks after the second mailing of the listing form, Census field representatives began calling schools that had not returned teacher lists. When this telephone follow-up ended in December 1993, approximately 97 percent of public schools, 92 percent of private schools, and 99 percent of Bureau of Indian Affairs (BIA) schools had provided lists of teachers.

3. Student Records Sample Selection

In December 1993, letters were mailed to schools selected for the Student Records Survey. This letter explained the purpose of the survey and that information about selected students would be taken from school administrative records, not from the students themselves. The letter also informed the school that a Census Bureau employee would call in January or early February and ask for the school's cooperation in selecting a sample of students.

In January, Census Bureau staff began calling the schools selected for the Student Records Survey. After selecting a class period for each of three sample teachers, they asked the school to obtain the student rosters for those classes and then selected two students from each class.

For the 288 schools that were unwilling to do the student sample selection by telephone, Census field representatives arranged to visit the school to select the student sample and complete the student questionnaires. These personal visit interviews were conducted between March 21 and June 3, 1994; data were collected for 811 of the 872 students selected for the sample.

3. Questionnaires

a. *Initial mailing*

In October 1993, Teacher Demand and Shortage Questionnaires (SASS-1A) were mailed to the sample LEAs. These questionnaires were addressed to the contact person whose name had been provided in September or, if no name had been provided, to "Superintendent." The eligible respondent for the SASS-1A was any knowledgeable LEA employee; for some LEAs, the data were provided by several staff members.

The following questionnaires were mailed to the sample schools in October 1993: School Principal Questionnaires (SASS-2A to public schools, SASS-2B to private schools, SASS-2C to BIA schools); Library Media Center Questionnaires (LS-1A to public schools, LS-1B to private schools, LS-1C to BIA schools); Library Media Specialist/Librarian Questionnaires (LS-2A to public schools, LS-2B to private schools, LS-2C to BIA schools). The principal and library questionnaires were addressed to "Principal" and the librarian form was addressed to "Library Media Specialist/Librarian." (Names of individuals were not used on these questionnaires because available names could have been for persons no longer at the sample school.) The only eligible respondent for the principal questionnaire was the current school principal. For the library form, the respondent could have been the school librarian or another school staff member who was familiar with the library. The eligible respondent for the librarian questionnaire was the staff member whose main assignment at the school was to oversee the library.

In early December, public, private and Indian school questionnaires (SASS-3A, 3B, and 3C, respectively) were mailed to the schools. Although these questionnaires were addressed to "Principal," the respondent could be any knowledgeable school staff member (e.g., vice principal, head teacher, or school secretary).

Because the lists of teachers were obtained from schools and sample teachers were selected over a four-month period, teacher questionnaires were mailed to the schools in three waves, in order to maximize the available time for collecting the questionnaire data. About 67 percent of the questionnaires were mailed in mid-December, 26 percent in early January, and 7 percent in early February. Form SASS-4A was sent to teachers in public schools, Form SASS-4B to those in private schools, and Form SASS-4C to BIA school teachers. These questionnaires were addressed to the selected sample teachers; the only eligible respondent for each teacher questionnaire was the teacher named on the label.

All questionnaires included a letter printed on page 2, signed by Emerson Elliott, the Commissioner of NCES. This letter described the survey's purpose and requested participation. As required by the Office of Management and Budget (OMB), it also stated that the survey was voluntary and provided an estimate of the time required to complete the form. Each questionnaire also contained instructions for filling out the form and a toll-free Census Bureau telephone number that respondents could call if they needed information or assistance in filling the questionnaire.

b. *Reminder postcards and second questionnaire mailing*

Reminder postcards were mailed one week after the initial mailing for each type of questionnaire. These postcards were folded and sealed so that the respondent's selection for SASS would remain confidential.

About five weeks after the initial mailing for each type of questionnaire, a second copy of the questionnaire was mailed to each sample unit for which the original form had not been returned. Table V-2 shows the number and percentages of sample units that received second questionnaires.

Table V-2.–Second mailing of questionnaires

Sample unit	Received second questionnaire	
	Number	Percent
LEAs (SASS-1A)	2,709	48.7
Principals		
Public (SASS-2A)	4,627	47.1
Private (SASS-2B)	1,770	52.8
Indian (SASS-2C)	134	83.7
Schools		
Public (SASS-3A)	5,920	60.3
Private (SASS-3B)	2,031	60.6
Indian (SASS-3C)	100	62.5
Teachers		
Public (SASS-4A)	36,919	65.9
Private (SASS-4B)	8,688	75.4
Indian (SASS-4C)	365	52.4
Students (SASS-5)	5,775	67.5
Library media centers		
Public (LS-1A)	2,807	55.8
Private (LS-1B)	1,687	66.5
Indian (LS-1C)	95	59.4
Librarian		
Public (LS-2A)	2,549	50.7
Private (LS-2B)	1,613	63.6
Indian (LS-2C)	89	55.6

c. *Nonresponse follow-up*

About six weeks after the second mailing for each type of questionnaire, the Census Bureau began telephoning sample units that had not returned questionnaires.

For principals, libraries, librarians, public schools, private school teachers, Indian school teachers, and about two-thirds of the nonrespondent public school teachers, these calls were made by Census staff in two centralized locations who used computer-assisted telephone interviewing (CATI) to collect the questionnaire data. These CATI interviewers were provided with an instruction manual and were trained on the survey content and procedures.

LEAs, private schools, Indian schools, about one-third of nonrespondent public school teachers, and schools that had not returned student records questionnaires were called by field representatives (FRs) associated with the twelve Census regional offices. These FRs completed paper copies of the questionnaires as they collected the data by telephone. In some cases where the respondent was unwilling to participate in a telephone interview, they attempted to persuade him/her to return a mailed questionnaire. The FRs were experienced survey interviewers who had already been trained in basic interviewing procedures and concepts (e.g., confidentiality and how to persuade reluctant respondents). They were given an instruction manual for SASS and were trained on the content and procedures for the survey by a self-study training package.

Tables V-3 and V-4 show the number and percentages of sample cases that were included in telephone follow-up and the number and percentages that were completed in that phase of data collection.

Table V-3.--CATI follow-up of mail nonresponses

	Cases in CATI follow-up		Completed[1] in CATI follow-up	
Sample unit	**Number**	**Percent**	**Number**	**Percent**
Principals				
Public (SASS-2A)	2,410	24.5	2,072	86.0
Private (SASS-2B)	1,108	33.0	749	67.6
Indian (SASS-2C)	53	33.1	47	88.7
Public schools (SASS-3A)	4,284	43.6	3,111	72.6
Teachers				
Public (SASS-4A)	13,241	23.6	7,001	52.9
Private (SASS-4B)	4,629	40.1	2,081	45.0
Indian (SASS-4C)	253	36.4	151	59.7
Library media centers				
Public (LS-1A)	1,940	38.6	1,143	58.9
Private (LS-1B)	1,098	43.3	604	55.0
Indian (LS-1C)	57	35.6	43	75.4
Librarians				
Public (LS-2A)	1,382	27.5	990	71.6
Private (LS-2B)	1,004	39.6	354	35.2
Indian (LS-2C)	51	31.9	29	56.9

[1] Only cases where questionnaire data were collected are counted as completed. Cases classified as noninterviews and out-of-scope for the survey during the CATI follow-up are not included.

Table V-4.--Telephone follow-up of mail nonresponses by field representatives

Sample unit	Cases in follow-up		Completed[1] in follow-up	
	Number	Percent	Number	Percent
LEAs (SASS-1A)	590	10.6	574	97.3
Private schools (SASS-3B)	1,385	41.3	932	67.3
Indian schools (SASS-3C)	71	44.4	70	98.6
Teachers				
Public (SASS-4A)	6,690	11.9	4,169	62.3
Private (SASS-4B)[2]	698	6.0	161	23.1
Indian (SASS-4C)[2]	31	4.4	17	54.8
Student records (SASS-5)	2,704	31.6	1,650	61.0
Principals				
Public (SASS-2A)[2]	158	1.6	55	34.8
Private (SASS-2B)[2]	125	3.7	55	44.0
Indian (SASS-2C)[2]	1	0.6	1	100.0
Public schools (SASS-3A)[2]	382	3.9	362	94.8
Library media centers				
Public (LS-1A)[2]	385	7.7	365	94.8
Private (LS-1B)[2]	159	6.3	125	78.6
Indian (LS-1C)[2]	9	5.6	8	88.9
Librarians				
Public (LS-2A)[2]	342	6.8	274	80.1
Private (LS-2B)[2]	186	7.3	80	43.0
Indian (LS-2C)[2]	8	5.0	7	87.5

[1] Only cases where questionnaire data were collected are counted as completed. Cases classified as noninterviews and out-of-scope for the survey during the CATI follow-up are not included.

[2] For these questionnaires, only cases where the CATI interviewers were unable to collect the data (e.g., when the provided telephone number was incorrect) were assigned to field representatives.

VI. Response Rates

VI. Response Rates

A. Survey Response Rates

Survey, or unit, response rates reflect the participation rates of eligible respondents. Unweighted response rates give the direct percentage of sampled participants to the eligible sample, while the weighted response rates add in the effects of differing rates of sample selection. These response rates are useful as an indication of possible nonresponse bias. Table VI-1 provides unweighted and weighted response rates by state for each of the four main public components of SASS and table VI-2 provides response rates for private sector schools, principals, and teachers by the 9-level private school typology (see Appendix A for the definition of typology). Table VI-3 provides unweighted and weighted response rates by type of frame (area and list). Tables VI-4 through VI-10 detail the unweighted and weighted response rates with (R)espondent and (N)on(R)espondent information detailed for each main component of SASS by both state and private school typology. NOTE: This (R)espondent and (N)on(R)espondent information is provided in tables VI-4 through VI-20. Weighted response rates by survey component are given for the BIA school surveys (BIA schools, principals, teachers, student records, library/library media center, and library media specialist/librarian in table VI-11. Unweighted and weighted response rates for the public and private student records survey are provided by sector (table VI-12) and region (tables VI-13 and VI-14), as the sample design for this survey is based upon a regionally, rather than state-based, representative sample. Unweighted and weighted response rates for the library/library media center and library media specialist/librarian are provided by sector, state, and private school typology in tables VI-15 through VI-20.

Unweighted response rates were derived by dividing the number of interviews by the number of eligible cases (the number of sample cases less out-of-scope cases; for example, school closed, no elementary or secondary school teachers, principal or teacher retired). The weighted response rates were derived by dividing the sum of the basic weights for the interview cases by the sum of the basic weights for the eligible cases. The basic weight for each sample case was assigned at the time of sampling and is the inverse of the probability of selection.

Effective teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling. At the time that schools are asked to provide teacher lists, it is not known if the school is eligible for interview or not. While the vast majority of schools are eligible for interview, a small percentage of schools provide reasons for being out-of-scope. Those schools would also not be eligible for providing teacher lists and are not included in the calculation of the effective teacher response rate. Nine percent of the in-scope private schools and five percent of the in-scope public schools did not send in teacher lists.[10]

The effective (weighted) teacher national response rate is calculated by multiplying together the schools' teacher list rate and the weighted teacher survey response rate:

Public teachers: .95 x .882 = .8379 x 100 = 83.8% effective response rate
Private teachers: .91 x .802 = .7289 x 100 = 72.9 % effective response rate

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[10] Source: Abramson, R., Cole, C., Jackson, B., Parmer, R., and Kaufman, S. (1996). *1993-94 Schools and Staffing Survey: Sample Design and Estimation*. NCES 96-089. Washington DC: Government Printing Office.

Student record response rates refer to the percentage of student records reported from schools that provided student record lists for sampling. Twelve percent of the in-scope public schools and twenty-one percent of the in-scope private schools did not provide student record lists.[11]

The effective (weighted) student record national response rate is calculated by multiplying together the schools' student record list rate and the weighted student record survey response rate:

Public student records: .88 x .913 = .8034 x 100 = 80.3% effective response rate
Private student records: .79 x .880 = .6952 x 100 = 69.5% effective response rate

Libraries were subsampled from the school sample; additionally, private schools for special education students were deemed not eligible for the library subsample and were excluded from the library and librarian samples (see Chapter IV- Sample Design and Implementation). The basic weight for libraries and librarians had to be adjusted by additional factors for school nonresponse and library subsampling. These additional factors bring the basic-weighted count of school libraries close to the count of schools, but do not account for schools without libraries.

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[11] *ibid.*

Table VI-1.--State response rates for *public districts, principals, schools, and teachers*, unweighted and weighted

State	Districts		Principals		Schools		Teachers*	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
50 States and D.C.	93.1 %	93.9 %	96.6 %	96.6 %	92.0 %	92.3 %	88.9 %	88.2 %
Alabama	93.3	93.7	99.1	99.6	95.7	95.0	89.6	89.6
Alaska	95.7	94.3	95.9	95.9	86.3	87.7	84.5	85.8
Arizona	97.9	98.7	95.6	95.2	92.2	91.9	89.6	89.9
Arkansas	97.6	97.5	98.8	98.4	95.1	94.2	90.4	91.1
California	84.5	90.7	94.8	94.2	86.7	88.2	82.4	81.9
Colorado	86.5	89.3	91.3	89.4	93.2	92.2	88.8	88.0
Connecticut	90.9	93.9	95.0	95.9	91.9	93.1	87.3	88.2
Delaware	89.5	89.5	98.6	98.5	88.7	88.2	86.7	85.9
District of Columbia	100.0	100.0	84.4	85.8	84.6	85.5	70.9	70.9
Florida	98.2	98.5	99.2	98.2	93.8	94.5	89.9	91.1
Georgia	97.9	97.8	98.9	99.5	93.9	93.9	91.5	91.7
Hawaii	100.0	100.0	95.7	95.7	91.4	92.1	86.4	85.7
Idaho	94.9	94.0	98.8	99.2	93.5	91.7	92.9	92.7
Illinois	88.1	92.5	97.2	97.8	93.7	94.3	87.6	86.5
Indiana	90.2	89.3	97.7	97.9	93.3	93.7	91.1	91.3
Iowa	90.6	92.3	98.8	99.1	95.8	96.1	92.9	92.0
Kansas	94.5	93.5	92.6	93.5	92.0	92.8	90.9	90.7
Kentucky	99.0	99.5	94.3	94.7	92.5	92.1	89.8	90.4
Louisiana	87.7	88.7	98.2	97.6	92.4	90.1	89.8	90.6
Maine	95.1	96.4	94.1	93.3	92.9	91.9	90.4	90.2
Maryland	82.6	82.5	95.1	95.2	80.8	84.8	88.5	87.8
Massachusetts	97.4	97.4	97.7	99.4	93.3	94.2	87.9	87.3
Michigan	95.2	96.6	96.6	98.0	94.4	96.5	90.2	89.2
Minnesota	85.1	89.6	97.6	98.9	93.0	94.8	93.1	93.0
Mississippi	97.4	98.0	98.0	98.2	94.2	93.8	90.0	90.5
Missouri	96.8	97.9	98.3	97.9	94.9	95.3	90.5	91.7
Montana	94.2	93.9	96.0	95.6	93.7	92.4	92.2	91.6
Nebraska	94.6	96.9	97.3	96.2	85.3	89.0	92.8	92.2
Nevada	100.0	100.0	93.5	93.7	88.6	88.3	85.0	84.0
New Hampshire	94.7	86.7	100.0	100.0	96.7	97.6	89.5	89.8
New Jersey	74.8	76.9	96.9	96.3	87.0	87.1	84.8	85.7
New Mexico	98.3	97.9	95.9	96.3	92.5	93.3	89.3	90.2
New York	91.5	94.0	90.1	92.8	85.7	89.3	79.7	79.9
North Carolina	94.0	97.2	97.5	97.5	88.7	89.8	89.9	90.3
North Dakota	97.4	95.9	98.2	98.7	96.0	95.7	93.4	93.3
Ohio	100.0	100.0	96.8	96.1	93.1	92.8	89.6	88.7
Oklahoma	92.6	94.2	95.0	94.8	93.9	94.5	87.6	87.2
Oregon	96.3	98.1	98.3	97.0	91.9	93.0	89.5	90.0
Pennsylvania	90.4	90.3	96.2	96.3	89.4	88.5	88.4	88.2
Rhode Island	100.0	100.0	93.9	93.9	88.9	89.8	84.6	84.5
South Carolina	92.8	93.5	96.9	96.8	87.0	87.3	89.8	90.6
South Dakota	95.6	96.0	98.8	98.9	95.9	95.9	89.9	89.4
Tennessee	95.3	96.9	97.9	97.4	95.7	94.5	89.8	89.1
Texas	95.5	96.5	96.3	96.9	93.6	94.2	89.9	89.6
Utah	96.8	95.9	98.9	99.5	98.9	98.4	92.4	91.5
Vermont	98.9	99.1	94.2	94.1	92.4	93.3	86.5	86.2
Virginia	90.9	88.4	97.2	96.0	87.8	89.3	89.7	89.9
Washington	95.7	97.7	98.6	98.7	94.3	95.8	87.8	88.1
West Virginia	96.4	96.4	100.0	100.0	91.7	92.8	91.8	92.0
Wisconsin	90.5	90.8	99.4	99.4	93.2	93.9	91.7	92.5
Wyoming	91.7	85.2	98.5	98.1	96.3	94.7	90.6	91.0

*Public school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; five percent of the in-scope public schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire, Principal Questionnaire, School Questionnaire, and Teacher Questionnaire).

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Table VI-2.--Typology response rates for *private school principals, schools, and teachers, unweighted and weighted**

Private school type	Principals		Schools		Teachers*	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
All private schools	90.3 %	87.6 %	84.1 %	83.2 %	80.6 %	80.2 %
Catholic	92.8	92.4	88.8	88.8	83.2	83.2
Parochial	92.4	92.4	87.7	88.0	83.0	83.2
Diocesan	93.4	93.3	90.7	90.9	82.9	82.7
Private order	92.8	89.4	88.6	87.9	84.1	84.2
Other religious	88.7	82.7	81.1	77.5	79.1	75.0
Conservative Christian	85.1	82.6	76.3	76.5	71.8	70.1
Affiliated	89.9	81.9	81.1	76.5	79.9	75.4
Unaffiliated	89.5	83.6	85.2	79.5	83.0	80.5
Non-sectarian	90.2	89.7	83.9	86.1	79.4	81.6
Regular	88.2	90.6	81.1	86.4	81.0	82.7
Special emphasis	90.9	89.0	82.4	81.4	74.9	78.0
Special education	93.5	88.5	90.9	93.2	80.7	81.1

*Private school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; nine percent of the in-scope private schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Private School Principal Questionnaire, Private School Questionnaire, and Private School Teacher Questionnaire).

Table VI-3.–State response rates for *public school districts*, unweighted and weighted

State	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
50 States and D.C.	5,008	5,378	93.1 %	14,054	14,961	93.9 %
Alabama	97	104	93.3	137	146	93.7
Alaska	44	46	95.7	54	57	94.3
Arizona	92	94	97.9	180	183	98.7
Arkansas	120	123	97.6	320	329	97.5
California	223	264	84.5	880	970	90.7
Colorado	64	74	86.5	145	163	89.3
Connecticut	90	99	90.9	180	192	93.9
Delaware	17	19	89.5	17	19	89.5
District of Columbia	1	1	100.0	1	1	100.0
Florida	55	56	98.2	67	68	98.5
Georgia	95	97	97.9	174	177	97.8
Hawaii	1	1	100.0	1	1	100.0
Idaho	75	79	94.9	108	115	94.0
Illinois	163	185	88.1	880	951	92.5
Indiana	120	133	90.2	288	323	89.3
Iowa	115	127	90.6	371	402	92.3
Kansas	104	110	94.5	277	296	93.5
Kentucky	103	104	99.0	210	211	99.5
Louisiana	57	65	87.7	66	74	88.7
Maine	98	103	95.1	171	178	96.4
Maryland	19	23	82.6	20	24	82.5
Massachusetts	151	155	97.4	325	333	97.4
Michigan	178	187	95.2	699	723	96.6
Minnesota	103	121	85.1	355	397	89.6
Mississippi	113	116	97.4	149	152	98.0
Missouri	122	126	96.8	508	518	97.9
Montana	145	154	94.2	468	499	93.9
Nebraska	106	112	94.6	659	680	96.9
Nevada	18	18	100.0	18	18	100.0
New Hampshire	72	76	94.7	143	165	86.7
New Jersey	113	151	74.8	437	569	76.9
New Mexico	59	60	98.3	89	91	97.9
New York	183	200	91.5	674	717	94.0
North Carolina	78	83	94.0	114	118	97.2
North Dakota	114	117	97.4	260	271	95.9
Ohio	155	155	100.0	679	679	100.0
Oklahoma	214	231	92.6	519	551	94.2
Oregon	103	107	96.3	351	358	98.1
Pennsylvania	142	157	90.4	483	535	90.3
Rhode Island	34	34	100.0	38	38	100.0
South Carolina	64	69	92.8	85	91	93.5
South Dakota	108	113	95.6	172	179	96.0
Tennessee	82	86	95.3	140	145	96.9
Texas	277	290	95.5	944	978	96.5
Utah	30	31	96.8	33	34	95.9
Vermont	88	89	98.9	229	232	99.1
Virginia	80	88	90.9	154	175	88.4
Washington	112	117	95.7	306	313	97.7
West Virginia	53	55	96.4	53	55	96.4
Wisconsin	114	126	90.5	372	410	90.8
Wyoming	44	48	91.7	52	61	85.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Teacher Demand and Shortage Questionnaire).

Table VI-4.–State response rates for *public school principals*, unweighted and weighted

State	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
50 States and D.C.	9,098	9,415	96.6 %	77,196	79,913	96.6 %
Alabama	232	234	99.1	1,255	1,260	99.6
Alaska	188	196	95.9	451	471	95.9
Arizona	194	203	95.6	997	1,047	95.2
Arkansas	162	164	98.8	1,061	1,078	98.4
California	380	401	94.8	7,078	7,517	94.2
Colorado	158	173	91.3	1,180	1,320	89.4
Connecticut	152	160	95.0	903	942	95.9
Delaware	70	71	98.6	159	161	98.5
District of Columbia	54	64	84.4	129	150	85.8
Florida	236	238	99.2	2,299	2,341	98.2
Georgia	177	179	98.9	1,696	1,704	99.5
Hawaii	88	92	95.7	215	225	95.7
Idaho	165	167	98.8	587	592	99.2
Illinois	246	253	97.2	3,824	3,910	97.8
Indiana	172	176	97.7	1,801	1,840	97.9
Iowa	163	165	98.8	1,500	1,514	99.1
Kansas	150	162	92.6	1,395	1,492	93.5
Kentucky	149	158	94.3	1,160	1,225	94.7
Louisiana	219	223	98.2	1,383	1,417	97.6
Maine	144	153	94.1	670	718	93.3
Maryland	154	162	95.1	1,102	1,158	95.2
Massachusetts	217	222	97.7	1,717	1,727	99.4
Michigan	201	208	96.6	2,939	2,998	98.0
Minnesota	163	167	97.6	1,497	1,514	98.9
Mississippi	200	204	98.0	960	978	98.2
Missouri	173	176	98.3	1,993	2,036	97.9
Montana	169	176	96.0	668	699	95.6
Nebraska	142	146	97.3	1,064	1,106	96.2
Nevada	115	123	93.5	326	348	93.7
New Hampshire	120	120	100.0	454	454	100.0
New Jersey	185	191	96.9	2,150	2,232	96.3
New Mexico	164	171	95.9	618	642	96.3
New York	281	312	90.1	3,684	3,971	92.8
North Carolina	199	204	97.5	1,907	1,956	97.5
North Dakota	168	171	98.2	588	596	98.7
Ohio	182	188	96.8	3,467	3,607	96.1
Oklahoma	307	323	95.0	1,630	1,718	94.8
Oregon	170	173	98.3	1,168	1,205	97.0
Pennsylvania	175	182	96.2	2,815	2,923	96.3
Rhode Island	93	99	93.9	283	302	93.9
South Carolina	157	162	96.9	1,073	1,108	96.8
South Dakota	168	170	98.8	619	626	98.9
Tennessee	183	187	97.9	1,469	1,509	97.4
Texas	388	403	96.3	5,713	5,899	96.9
Utah	173	175	98.9	677	681	99.5
Vermont	97	103	94.2	292	311	94.1
Virginia	174	179	97.2	1,679	1,749	96.0
Washington	207	210	98.6	1,722	1,745	98.7
West Virginia	166	166	100.0	887	887	100.0
Wisconsin	173	174	99.4	1,880	1,891	99.4
Wyoming	134	136	98.5	408	416	98.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Public School Principal Questionnaire).

Table VI-5. -- Sampled association groups' response rates for *private principals and schools*, unweighted and weighted

	Principals					
	Unweighted			Weighted		
Area and list frame	R	R+NR	Resp. Rate	R	R+NR	Resp. Rate
Total, area frame and list frame	2,731	3,038	89.9 %	19,555	22,301	87.7 %
Area frame	95	118	80.5	737	981	75.1
Association list frame	2,636	2,920	90.3	18,818	21,320	88.3
1 Association of Military College and Schools of US	24	27	88.9	24	27	88.9
2 National Catholic Education Association, Jesuit Secondary Education Association	840	900	93.3	7,687	8,279	92.8
3 Friends Council on Education	71	72	98.6	71	72	98.6
4 National Association of Episcopal Schools	90	101	89.1	308	359	85.8
5 National Society of Hebrew Day Schools	94	108	87.0	191	222	85.9
6 Solomon Schechter Day Schools	49	50	98.0	49	50	98.0
7 Other Jewish	74	89	83.1	264	340	77.6
8 Lutheran Church - Missouri Synod	89	89	100.0	911	911	100.0
9 Evangelical Lutheran Church - Wisconsin	89	94	94.7	335	353	94.8
10 Evangelical Lutheran Church in America	94	96	97.9	112	114	98.2
11 Other Lutheran	57	58	98.3	57	58	98.3
12 General Conference of Seventh Day Adventists	88	92	95.7	851	913	93.2
13 Christian Schools International	98	118	83.1	596	811	73.5
14 American Association of Christian Schools	84	105	80.0	710	867	81.9
15 National Association of Private Schools for Exceptional Children	137	155	88.4	241	249	96.7
16 American Montessori Society Schools, other Montessori	72	81	88.9	533	594	89.8
17 National Association of Independent Schools	232	259	89.6	749	830	90.2
18 National Independent Private School Association	78	89	87.6	84	84	99.9
19 All else	276	337	81.9	5,044	6,185	81.6

	Schools					
	Unweighted			Weighted		
Area and list frame	R	R+NR	Resp. Rate	R	R+NR	Resp. Rate
Total, area frame and list frame	2,585	3,074	84.1 %	19,183	23,060	83.2 %
Area frame	91	121	75.2	739	1,036	71.3
Association list frame	2,494	2,953	84.5	18,444	22,024	83.7
1 Association of Military College and Schools of US	26	27	96.3	26	27	96.3
2 National Catholic Education Association, Jesuit Secondary Education Association	806	904	89.2	7,411	8,307	89.2
3 Friends Council on Education	60	75	80.0	60	75	80.0
4 National Association of Episcopal Schools	82	101	81.2	280	359	77.9
5 National Society of Hebrew Day Schools	88	109	80.7	177	224	78.7
6 Solomon Schechter Day Schools	44	50	88.0	44	50	88.0
7 Other Jewish	69	90	76.7	248	345	71.8
8 Lutheran Church - Missouri Synod	84	92	91.3	865	956	90.5
9 Evangelical Lutheran Church - Wisconsin	86	94	91.5	317	353	89.6
10 Evangelical Lutheran Church in America	90	96	93.8	108	114	94.6
11 Other Lutheran	52	59	88.1	52	59	88.1
12 General Conference of Seventh Day Adventists	82	93	88.2	834	936	89.1
13 Christian Schools International	90	119	75.6	580	839	69.2
14 American Association of Christian Schools	73	105	69.5	631	867	72.8
15 National Association of Private Schools for Exceptional Children	137	155	88.4	220	249	88.5
16 American Montessori Society Schools, other Montessori	70	83	84.3	508	609	83.3
17 National Association of Independent Schools	211	260	81.2	687	833	82.4
18 National Independent Private School Association	74	89	83.1	81	101	80.2
19 All else	270	352	76.7	5,317	6,720	79.1

Note: Area frame schools cannot be reported by association because there was no information on association at the time the sample was drawn. The sample is designed to represent area frame schools and the list frame associations nationally.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Principal Questionnaire and School Questionnaire).

Table VI-6.--Typology response rates for private school principals, unweighted and weighted

Private school type	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
All private schools	2,743	3,038	90.3 %	19,555	23,317	87.6 %
Catholic	852	918	92.8	7,731	8,367	92.4
Parochial	427	462	92.4	4,790	5,183	92.4
Diocesan	271	290	93.4	2,245	2,405	93.3
Private Order	154	166	92.8	696	779	89.3
Other Religious	1,236	1,394	88.7	8,100	9,798	82.7
Conservative Christian	274	322	85.1	3,060	3,702	82.7
Affiliated	631	702	89.9	2,670	3,260	81.9
Unaffiliated	331	370	89.5	2,371	2,836	83.6
Non-sectarian	655	726	90.2	3,724	4,152	89.7
Regular	321	364	88.2	1,812	1,999	90.6
Special emphasis	160	176	90.9	1,191	1,338	89.0
Special education	174	186	93.5	721	814	88.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Private School Questionnaire).

Table VI-7.--State response rates for *public schools*, unweighted and weighted

State	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
50 States and D.C.	8,767	9,532	92.0 %	74,787	81,053	92.3 %
Alabama	224	234	95.7	1,198	1,260	95.0
Alaska	170	197	86.3	415	474	87.7
Arizona	190	206	92.2	976	1,062	91.9
Arkansas	156	164	95.1	1,015	1,078	94.2
California	352	406	86.7	6,650	7,536	88.2
Colorado	164	176	93.2	1,238	1,342	92.2
Connecticut	148	161	91.9	881	947	93.1
Delaware	63	71	88.7	142	161	88.2
District of Columbia	55	65	84.6	133	156	85.5
Florida	228	243	93.8	2,254	2,386	94.5
Georgia	168	179	93.9	1,600	1,704	93.9
Hawaii	85	93	91.4	213	231	92.1
Idaho	158	169	93.5	559	609	91.7
Illinois	238	254	93.7	3,691	3,912	94.3
Indiana	166	178	93.3	1,746	1,862	93.7
Iowa	158	163	96.9	1,455	1,514	96.1
Kansas	149	162	92.0	1,384	1,492	92.8
Kentucky	149	161	92.5	1,160	1,260	92.1
Louisiana	207	224	92.4	1,280	1,421	90.1
Maine	145	156	92.9	668	726	91.9
Maryland	135	167	80.8	1,000	1,180	84.8
Massachusetts	208	222	93.7	1,644	1,746	94.2
Michigan	202	214	94.4	3,042	3,153	96.5
Minnesota	160	172	93.0	1,487	1,568	94.8
Mississippi	195	207	94.2	923	984	93.8
Missouri	168	177	94.9	1,941	2,037	95.3
Montana	178	190	93.7	770	833	92.4
Nebraska	139	163	85.3	1,187	1,334	89.0
Nevada	109	123	88.6	307	348	88.3
New Hampshire	117	121	96.7	451	463	97.6
New Jersey	167	192	87.0	1,948	2,237	87.1
New Mexico	160	173	92.5	612	656	93.3
New York	270	315	85.7	3,554	3,980	89.3
North Carolina	181	204	88.7	1,757	1,956	89.8
North Dakota	166	123	135.0	578	604	95.7
Ohio	176	189	93.1	3,352	3,612	92.8
Oklahoma	306	326	93.9	1,638	1,733	94.5
Oregon	159	173	91.9	1,121	1,205	93.0
Pennsylvania	169	189	89.4	2,702	3,052	88.5
Rhode Island	88	99	88.9	271	302	89.8
South Carolina	141	162	87.0	967	1,108	87.3
South Dakota	165	172	95.9	606	632	95.9
Tennessee	179	187	95.7	1,426	1,509	94.5
Texas	380	406	93.6	5,564	5,909	94.2
Utah	174	176	98.9	671	682	98.4
Vermont	97	105	92.4	299	320	93.3
Virginia	158	180	87.8	1,565	1,752	89.3
Washington	200	212	94.3	1,729	1,805	95.8
West Virginia	154	168	91.7	830	895	92.8
Wisconsin	164	176	93.2	1,792	1,909	93.9
Wyoming	131	136	96.3	394	416	94.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Public School Questionnaire).

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Table VI-8.--Typology response rates for *private schools*, unweighted and weighted

Private school type	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
All private schools	2,585	3,074	84.1 %	19,183	23,060	84.1 %
Catholic	818	921	88.8	7,446	8,384	88.8
Parochial	408	465	87.7	4,576	5,200	87.7
Diocesan	263	290	90.7	2,186	2,405	90.7
Private Order	147	166	88.6	684	779	88.6
Other Religious	1,151	1,419	81.1	8,076	10,422	81.1
Conservative Christian	248	325	76.3	2,892	3,778	76.3
Affiliated	574	708	81.1	2,546	3,327	81.1
Unaffiliated	329	386	85.2	2,638	3,316	85.2
Non-sectarian	616	734	83.9	3,661	4,253	83.9
Regular	297	366	81.1	1,757	2,032	81.1
Special emphasis	150	182	82.4	1,144	1,407	82.4
Special education	169	186	90.9	759	814	90.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Private School Questionnaire).

Table VI-9.-State response rates for *public school teachers*[*], unweighted and weighted

State	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
50 States and D.C.	47,109	53,008	88.9 %	2,056,716	2,331,229	88.2 %
Alabama	1,172	1,308	89.6	36,023	40,209	89.6
Alaska	864	1,022	84.5	6.603	7,699	85.8
Arizona	1,101	1,229	89.6	31,579	35,113	89.9
Arkansas	863	955	90.4	25.335	27,822	91.1
California	2,124	2,578	82.4	155.174	189,423	81.9
Colorado	868	977	88.8	30.266	34,396	88.0
Connecticut	726	832	87.3	28.723	32,577	88.2
Delaware	268	309	86.7	5.085	5,923	85.9
District of Columbia	197	278	70.9	3.089	4,356	70.9
Florida	1,161	1,291	89.9	80.768	88,696	91.1
Georgia	845	924	91.5	63.895	69,652	91.7
Hawaii	616	713	86.4	7.681	8,962	85.7
Idaho	900	969	92.9	11.343	12,238	92.7
Illinois	1,125	1,284	87.6	87.772	101,516	86.5
Indiana	936	1,028	91.1	51,020	55,908	91.3
Iowa	906	975	92.9	31,689	34,454	92.0
Kansas	933	1,026	90.9	30,691	33,848	90.7
Kentucky	721	803	89.8	31,246	34,560	90.4
Louisiana	969	1,079	89.8	38,881	42,902	90.6
Maine	811	897	90.4	14,305	15,863	90.2
Maryland	646	730	88.5	30.681	34,962	87.8
Massachusetts	1,325	1,508	87.9	46.326	53,074	87.3
Michigan	933	1,034	90.2	69.733	78,180	89.2
Minnesota	910	977	93.1	37.534	40,358	93.0
Mississippi	988	1,098	90.0	25.481	28,143	90.5
Missouri	896	990	90.5	51.523	56,191	91.7
Montana	1,249	1,354	92.2	11.338	12,377	91.6
Nebraska	770	830	92.8	16.445	17,840	92.2
Nevada	431	507	85.0	8.402	10,001	84.0
New Hampshire	521	582	89.5	10.582	11,785	89.8
New Jersey	858	1,012	84.8	62.941	73,458	85.7
New Mexico	771	863	89.3	15.567	17,258	90.2
New York	1,460	1,831	79.7	125.130	156,592	79.9
North Carolina	908	1,010	89.9	57.506	63,695	90.3
North Dakota	1,101	1,179	93.4	8.314	8,914	93.3
Ohio	895	999	89.6	90.017	101,526	88.7
Oklahoma	1,740	1,987	87.6	32.718	37,522	87.2
Oregon	909	1,016	89.5	23.372	25,981	90.0
Pennsylvania	830	939	88.4	90,643	102,827	88.2
Rhode Island	356	421	84.6	7.364	8,714	84.5
South Carolina	701	781	89.8	32,166	35,497	90.6
South Dakota	970	1,079	89.9	9.315	10,425	89.4
Tennessee	888	989	89.8	40.282	45,217	89.1
Texas	2,245	2,498	89.9	188.221	210,127	89.6
Utah	928	1,004	92.4	17.804	19,461	91.5
Vermont	423	489	86.5	6.262	7,263	86.2
Virginia	758	845	89.7	52.938	58,910	89.9
Washington	1,065	1,213	87.8	39,421	44,764	88.1
West Virginia	850	926	91.8	18,908	20,557	92.0
Wisconsin	930	1,014	91.7	51,790	55,989	92.5
Wyoming	748	826	90.6	6.753	7,420	91.0

[*] Public school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling: five percent of the in-scope public schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Public School Teacher Questionnaire).

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Table VI-10.–Typology response rates for *private school teachers, unweighted and weighted**

Private school type	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
All private schools	8,372	10,386	80.6 %	233,369	291,060	80.2 %
Catholic	3,061	3,680	83.2	110,155	132,402	83.2
Parochial	1,474	1,776	83.0	57,399	69,013	83.2
Diocesan	988	1,192	82.9	34,522	41,739	82.7
Private Order	599	712	84.1	18,234	21,650	84.2
Other Religious	3,483	4,404	79.1	70,404	93,923	75.0
Conservative Christian	667	929	71.8	22,287	31,795	70.1
Affiliated	1,790	2,239	79.9	27,737	36,801	75.4
Unaffiliated	1,026	1,236	83.0	20,380	25,327	80.5
Non-sectarian	1,828	2,302	79.4	52,810	64,734	81.6
Regular	1,036	1,279	81.0	35,920	43,444	82.7
Special emphasis	436	582	74.9	9,439	12,107	78.0
Special education	356	441	80.7	7,451	9,184	81.1

*Private school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; Nine percent of the in-scope private schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Private School Teacher Questionnaire).

Table VI-11.--*Bureau of Indian Affairs schools* response rates, -weighted (BIA) components

BIA component	R	R + NR	Response rate
Schools	152	153	99.3 %
Principals	148	150	98.7
Teachers	2,328	2,690	86.5
Students	35,536	38,437	92.5
Library/Library Media Center	127	142	89.4
Library Media Specialist/Librarian	98	111	88.3

NOTE: BIA schools are federally-funded by the Bureau of Indian Affairs and may be administered by BIA, local tribes, or in cooperation with public agencies or private contractors.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Indian School Questionnaire, Indian School Principal Questionnaire, Indian School Teacher Questionnaire, Indian Student Records Questionnaire, Indian Library/Library Media Center Questionnaire, and Indian Library Media Specialist/Librarian Questionnaire).

Table VI-12.--*Public and Private student record* response rates, unweighted and weighted

	Unweighted			Weighted		
Sector	**R**	**R + NR**	**Response rate**	**R**	**R + NR**	**Response rate**
U.S. Total	6,232	6,947	89.7 %	33,514,105	36,850,078	90.9 %
Public	5,031	5,576	90.2	30,402,376	33,331,853	91.2
Private	1,201	1,371	87.6	3,111,729	3,518,225	88.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Student Records Questionnaire).

Table VI-13.--*Public student record* response rates, by region, unweighted and weighted

	Unweighted			Weighted		
Region	**R**	**R + NR**	**Response rate**	**R**	**R + NR**	**Response rate**
U.S. Total	5,031	5,576	90.2 %	30,402,376	33,331,853	91.2 %
Northeast	367	409	89.7	4,366,609	4,806,945	90.8
Midwest	973	1,027	94.7	8,111,584	8,385,011	96.7
South	1,856	2,022	91.8	11,286,355	12,166,137	92.8
West	1,835	2,118	86.6	6,637,827	7,973,761	83.2

NOTE: The weight used in this table is an adjusted basic weight that compensates for schools that did not provide student lists and misclassified teachers of students in sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Student Records Questionnaires).

Table VI-14.--*Private student record* response rates, by region, unweighted and weighted

	Unweighted			Weighted		
Region	**R**	**R + NR**	**Response rate**	**R**	**R + NR**	**Response rate**
U.S. Total	1,201	1,371	87.6 %	3,111,729	3,518,225	88.4 %
Northeast	306	356	86.0	757,253	865,407	87.5
Midwest	333	352	94.6	919,266	995,144	92.4
South	326	403	80.9	975,518	1,161,685	84.0
West	236	260	90.8	459,692	495,990	92.7

NOTE: The weight used in this table is an adjusted basic weight that compensates for schools that did not provide student lists and misclassified teachers of students in sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Student Records Questionnaires).

Table VI-15.–*Public and private school library/media center* response rates, unweighted and weighted

Sector	Unweighted			Weighted		
	R	**R + NR**	**Response Rate**	**R**	**R + NR**	**Response Rate**
U.S.Total	5,849	6,722	87.0 %	82,073	94,965	86.4 %
Public	4,242	4,655	91.1	69,455	77,115	90.1
Private	1,607	2,067	77.7	12,618	17,850	70.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (School Library/Media Center Questionnaire).

Table VI-16.--*State public school library/library media center* response rates, unweighted and weighted

State	Unweighted			Weighted		
	R	R + NR	Response Rate	R	R + NR	Response Rate
50 States and D.C.	4,242	4,655	91.1 %	69,455	77,115	90.1 %
Alabama	112	116	96.6	1,238	1,266	97.8
Alaska	75	94	79.8	327	443	73.8
Arizona	93	98	94.9	997	1,028	97.0
Arkansas	77	79	97.5	992	1,025	96.8
California	144	177	81.4	5,947	7,244	82.1
Colorado	75	80	93.8	1,096	1,229	89.2
Connecticut	67	76	88.2	773	889	86.9
Delaware	60	66	90.9	134	150	89.6
District of Columbia	53	63	84.1	127	148	85.4
Florida	109	114	95.6	2,202	2,258	97.5
Georgia	84	90	93.3	1,594	1,658	96.2
Hawaii	67	69	97.1	220	226	97.1
Idaho	80	84	95.2	554	585	94.8
Illinois	98	112	87.5	3,171	3,559	89.1
Indiana	82	84	97.6	1,716	1,778	96.5
Iowa	76	79	96.2	1,459	1,507	96.8
Kansas	76	80	95.0	1,392	1,464	95.0
Kentucky	69	79	87.3	1,039	1,227	84.6
Louisiana	84	104	80.8	1,079	1,345	80.2
Maine	66	71	93.0	577	645	89.5
Maryland	76	83	91.6	1,078	1,204	89.5
Massachusetts	95	105	90.5	1,379	1,573	87.6
Michigan	89	98	90.8	2,599	2,858	91.0
Minnesota	75	82	91.5	1,352	1,465	92.3
Mississippi	91	100	91.0	847	927	91.4
Missouri	79	85	92.9	1,852	1,989	93.1
Montana	85	95	89.5	677	789	85.8
Nebraska	63	79	79.7	1,024	1,283	79.8
Nevada	62	69	89.9	295	329	89.6
New Hampshire	65	67	97.0	387	401	96.4
New Jersey	73	85	85.9	1,658	1,997	83.1
New Mexico	79	85	92.9	564	628	89.9
New York	128	144	88.9	3,420	4,005	85.4
North Carolina	88	97	90.7	1,723	1,891	91.1
North Dakota	76	85	89.4	467	563	83.1
Ohio	82	89	92.1	3,037	3,427	88.6
Oklahoma	140	153	91.5	1,470	1,628	90.3
Oregon	80	84	95.2	1,111	1,173	94.7
Pennsylvania	79	88	89.8	2,695	2,930	92.0
Rhode Island	61	66	92.4	265	287	92.2
South Carolina	75	78	96.2	1,006	1,091	92.2
South Dakota	70	82	85.4	501	615	81.4
Tennessee	86	91	94.5	1,351	1,488	90.8
Texas	177	189	93.7	5,242	5,502	95.3
Utah	77	82	93.9	608	643	94.6
Vermont	63	68	92.6	287	312	91.9
Virginia	77	84	91.7	1,559	1,699	91.7
Washington	97	101	96.0	1,667	1,733	96.2
West Virginia	65	73	89.0	631	739	85.4
Wisconsin	80	87	92.0	1,718	1,866	92.0
Wyoming	62	66	93.9	353	405	87.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Public School Library/Library Media Center Questionnaire).

Table VI-17.--Typology response rates for *private school library/library media centers,* unweighted and weighted

Private school type	Unweighted R	Unweighted R + NR	Unweighted Response Rate	Weighted R	Weighted R + NR	Weighted Response Rate
All private schools	1,607	2,067	77.7 %	12,618	17,850	70.7 %
Catholic	635	748	84.9	6,665	8,143	81.8
Parochial	319	390	81.8	4,184	5,252	79.7
Diocesan	191	220	86.8	1,825	2,115	86.3
Private Order	125	138	90.6	655	777	84.3
Other Religious	687	957	71.8	4,615	7,781	59.3
Conservative Christian	153	234	65.4	1,642	2,855	57.5
Affiliated	390	512	76.2	1,878	2,842	66.1
Unaffiliated	144	211	68.2	1,094	2,085	52.5
Non-sectarian	285	362	78.7	1,339	1,926	69.5
Regular	227	269	84.4	1,029	1,369	75.1
Special emphasis	58	93	62.4	310	556	55.8
Special education	--	--	--	--	--	--

-- Special education libraries data were not collected; those libraries were out-of-scope.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey 1993-94* (Private School Library/Library Media Center Questionnaire).

Table VI-18.–*Public and private library media specialists/librarian* response rates, unweighted and weighted

Sector	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
U.S.Total	5,041	5,531	91.1 %	69,326	76,777	90.3 %
Public	3,903	4,175	93.5	61,865	67,025	92.3
Private	1,138	1,356	83.9	7,461	9,753	76.5

SOURCE: U.S. Department of Education Statistics, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Library Media Specialist/Librarian Questionnaire).

Table VI-19.--State response rates for *public school library media specialist/librarians*, unweighted and weighted

State	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
50 States andD.C.	3,903	4,175	93.5 %	61,865	67,025	92.3 %
Alabama	106	112	94.6	1,120	1,168	95.9
Alaska	56	64	87.5	225	278	80.8
Arizona	86	90	95.6	831	871	95.4
Arkansas	73	79	92.4	938	1,025	91.6
California	121	139	87.1	4,667	5,334	87.5
Colorado	65	72	90.3	909	1,044	87.1
Connecticut	64	66	97.0	672	700	96.0
Delaware	58	61	95.1	126	135	93.8
District of Columbia	51	60	85.0	122	142	86.1
Georgia	84	89	94.4	1,541	1,646	93.6
Hawaii	66	69	95.7	216	226	95.5
Idaho	64	67	95.5	389	410	94.7
Illinois	83	91	91.2	2,755	3,026	91.0
Indiana	78	80	97.5	1,580	1,622	97.4
Iowa	70	73	95.9	1,363	1,414	96.4
Kansas	74	78	94.9	1,341	1,399	95.9
Kentucky	69	75	92.0	1,050	1,163	90.3
Louisiana	93	94	98.9	1,149	1,173	97.9
Maine	52	57	91.2	408	450	90.6
Maryland	80	82	97.6	1,144	1,199	95.4
Massachussetts	85	93	91.4	1,019	1,151	88.5
Michigan	80	86	93.0	2,070	2,284	90.6
Minnesota	72	75	96.0	1,273	1,311	97.1
Mississippi	79	87	90.8	686	754	91.1
Missouri	75	77	97.4	1,730	1,798	96.2
Montana	76	82	92.7	585	650	89.9
Nebraska	57	70	81.4	776	915	84.8
Nevada	58	64	90.6	267	297	89.7
New Hampshire	54	55	98.2	307	313	98.2
New Jersey	75	79	94.9	1,764	1,866	94.5
New Mexico	62	66	93.9	392	419	93.5
New York	126	136	92.6	3,523	3,846	91.6
North Carolina	90	94	95.7	1,790	1,874	95.5
North Dakota	62	68	91.2	351	400	87.6
Ohio	67	74	90.5	2,246	2,626	85.5
Oklahoma	135	143	94.4	1,404	1,493	94.0
Oregon	66	70	94.3	814	870	93.5
Pennsylvania	81	83	97.6	2,777	2,792	99.5
Rhode Island	62	65	95.4	264	278	94.7
South Carolina	75	77	97.4	1,023	1,049	97.5
South Dakota	60	66	90.9	403	442	91.2
Tennessee	82	89	92.1	1,215	1,408	86.3
Texas	152	168	90.5	4,330	4,966	87.2
Utah	66	69	95.7	494	514	96.0
Vermont	58	61	95.1	261	273	95.6
Virginia	74	82	90.2	1,504	1,659	90.6
Washington	91	93	97.8	1,531	1,583	96.8
West Virginia	59	62	95.2	550	588	93.6
Wisconsin	78	83	94.0	1,669	1,731	96.4
Wyoming	51	53	96.2	272	286	95.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94* (Public School Library Media Specialist/Librarian Questionnaire).

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Table VI-20.--Typology response rates for *private school library media specialist/librarians*, unweighted and weighted

Private school type	Unweighted			Weighted		
	R	R + NR	Response rate	R	R + NR	Response rate
All private schools	1,138	1,356	83.9 %	7,461	9,753	76.5 %
Catholic	495	559	88.6	4,562	5,326	85.7
Parochial	219	258	84.9	2,733	3,231	84.6
Diocesan	154	172	89.5	1,228	1,445	85.0
Private Order	122	129	94.6	600	651	92.3
Other Religious	396	523	75.7	1,919	3,316	57.9
Conservative Christian	76	103	73.8	667	943	70.8
Affiliated	261	327	79.8	925	1,411	65.5
Unaffiliated	59	93	63.4	327	962	34.0
Non-sectarian	245	272	90.1	980	1,110	88.3
Regular	209	228	91.7	822	909	90.4
Special program	36	44	81.8	158	201	78.5
Special education	--	--	--	--	--	--

--Private school librarians in special education schools are not included in these rates.

SOURCE: U.S. Department of Education Statistics, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94*, (Private School Library Media Specialist/Librarian Questionnaire).

B. Item Response Rates

Table VI-21 through VI-29 provide a summary of the unweighted item response rates for each component of the 1993-94 SASS surveys. A response rate for an item is defined as the number of valid responses to an item divided by the universe for that item. The universe for a given item is determined by the number of eligible cases (for example, all public teachers) less any respondents to whom the item does not apply. To follow the example just given, if the item is "year doctoral degree received," then the universe is only those teachers who indicated receiving a doctoral degree, and not all teachers.

Table VI-21.--Summary of unweighted item response rates by questionnaire

Questionnaire	Range of item response rates	Percent of items with a response rate of 90% or more	Percent of items with a response rate of less than 75%
LEAs (SASS-1A)	67-100%	91%	1%
Principals			
Public (SASS-2A)	65-100%	92%	4%
Private (SASS-2B)	55-100%	90%	6%
Indian (SASS-2C)	72-100%	91%	1%
Schools			
Public (SASS-3A)	83-100%	83%	0%
Private (SASS-3B)	61-100%	77%	3%
Indian (SASS-3C)	70-100%	84%	1%
Teachers			
Public (SASS-4A)	71-100%	91%	0%
Private (SASS-4B)	69-100%	89%	1%
Indian (SASS-4C)	70-100%	84%	3%
Students (SASS-5)			
Public	90-100%	97%	0%
Private	84-100%	97%	0%
Indian	79-100%	88%	0%
Library Media Centers			
Public (LS-1A)	57-99%	81%	5%
Private (LS-1B)	66-99%	80%	4%
Indian (LS-1C)	61-100%	82%	1%
Librarians			
Public (LS-2A)	61-100%	87%	6%
Private (LS-2B)	50-100%	80%	11%
Indian (LS-2C)	56-100%	87%	5%

Table VI-22.--Items with unweighted response rates of less than 75 percent

Questionnaire	Items[1]
LEAs (SASS-1A)	26c(years)
Principals	
Public (SASS-2A)	14b(1,1), 14b(2,1), 14b(4,1), 14b(5,1), 14b(7,1), 14b(8,1)
Private (SASS-2B)	14b(1,1), 14b(2,1), 14b(4,1), 14b(5,1), 14b(8,1), 21a, 21c, 28b
Indian (SASS-2C)	14b(8,1)
Schools	
Public (SASS-3A)	None
Private (SASS-3B)	31c(2), 31c(5), 31c(6), 31c(7), 31c(8), 31c(9)
Indian (SASS-3C)	45
Teachers	
Public (SASS-4A)	41c
Private (SASS-4B)	39, 51c, 55
Indian (SASS-4C)	2, 4, 9c, 39, 41c, 53b(3)amount, 55
Students (SASS-5)	
Public	None
Private	None
Indian	None
Library Media Centers	
Public (LS-1A)	5a(other AV), 5b(subscriptions), 5b(other AV), 5c(other AV), 25
Private (LS-1B)	5b(subscriptions), 5b(other AV), 5c(video), 25
Indian (LS-1C)	25
Librarians	
Public (LS-2A)	14d(PhD), 18b(5), 18b(6), 18b(7), 18b(8), 18b(9), 18b(10)
Private (LS-2B)	14c(ed.spec.), 14d(ed.spec.), 14c(Phd), 14d(PhD), 18b(1), 18b(4), 18b(5), 18b(6), 18b(7), 18b(8), 18b(9), 18b(10), 26d
Indian (LS-2C)	18b(4), 18b(6), 18b(7), 18b(8), 18b(9), 18b(10)

[1] The wording of these items can be found in Appendix F.

Table VI-23.--Unweighted item response rates for Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A)

Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
5a	99.4	17c	94.8	26b(1)	98.0
5b	99.0	17d	94.6	26b(2)	97.7
5c	99.0	17e	93.7	26b(3)	96.0
5d	99.0	18a	95.0	26b(4)	97.4
5e	99.0	18b	95.0	26b(5)	97.6
5f	99.0	18c	95.0	26b(6)	95.8
5g	99.0	18d	95.0	26c	98.5
5h	99.0	18e	95.0	26c(years)	66.7
5i	99.0	18f	95.0	27a	98.7
5j	99.0	18g	95.0	27b	98.3
5k	99.1	18h	95.0	27b(hours)	97.1
5l	99.1	18i	95.0	28a	99.3
5m	99.1	19	99.1	28b	99.3
5n	99.1	20a	99.0	28c	99.2
6	100.0	20b	99.0	28d	98.8
7a	97.6	21	99.1	29	98.9
7b	97.3	22a	98.1	30	98.9
7c	97.1	22b	94.9	30(type)	97.5
7d	97.2	22c	97.4	31	99.7
7e	96.5	23a	98.7	32a	98.3
8	99.2	23b(PK)	99.8	32b	97.5
9	98.0	23b(K-12)	88.4	32c	92.0
10a	94.4	23c(teachers)	94.1	32d	96.1
10b	94.2	23c(aides)	89.8	32e	97.6
10c	94.0	24a	99.0	33(lowest)	95.1
10d	100.0	24b	98.6	33(highest)	93.0
11	95.0	24c(PK)	84.8	34	99.8
12	97.7	24c(K-12)	90.7	35a	86.7
13a	99.0	24d(PK)	83.1	35b	86.7
13b	98.6	24d(K-12)	93.1	36a	86.7
14	98.6	25a	99.1	36b	86.9
15a	99.2	25b(magnet)	90.3	37a	99.4
15b	98.6	25b(any school in LEA)	88.2	37b	98.3
15c	98.9	25b(schools in other LEAs)	90.5	38a	99.6
16	98.9	25b(students from other LEAs)	93.3	38b	93.5
17a	95.0	25b(none)	96.8	38c	97.0
17b	94.9	26a	99.9	39a	99.2

Table VI-23.--Unweighted item response rates for Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A), *continued*

Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
39b	98.9	41a	99.4	42	100.0
40	98.4	41b	96.9		

[1] The wording for these items can be found in Appendix F.

Table VI-24.–Unweighted item response rates for the Principal Questionnaire (SASS-2A, 2B, 2C)

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
5a	99.9	5a	100.0	5a	100.0
5b	99.3	5b	99.4	5b	98.6
5c	99.0	5c	98.8	5c	96.6
5d	97.4	5d	97.5	5d	93.9
5e	96.8	5e	97.5	5e	100.0
5f	95.1	5f	93.7	5f	95.3
5g	99.2	5g	99.3	5g	98.9
6a	100.0	6a	100.0	6a	100.0
6b	99.9	6b	99.8	6b	99.3
7a	96.4	7a	95.8	7a	97.3
7b	84.0	7b	80.2	7b	100.0
7c	91.7	7c	96.3	7c	100.0
8a	99.9	8a	99.4	8a	99.3
8b	99.6	8b	99.7	8b	98.5
8c	99.1	8c	98.8	8c	97.8
9a	96.6	9a	96.7	9a	95.6
9b	95.1	9b	94.3	9b	95.7
9c	96.5	9c	96.7	9c	100.0
10a	97.3	10a	96.0	10a	97.9
10b(associate degree)	99.0	10b(associate degree)	98.0	10b(associate degree)	95.3
10c(associate degree)	91.7	10c(associate degree)	93.0	10c(associate degree)	100.0
10d(associate degree)	92.4	10d(associate degree)	94.5	10d(associate degree)	91.7
10b(education specialist)	99.0	10b(education specialist)	98.0	10b(education specialist)	97.7
10c(education specialist)	97.6	10c(education specialist)	97.6	10c(education specialist)	96.8
10d(education specialist)	91.6	10d(education specialist)	91.5	10d(education specialist)	93.6
10b(Ph.D.)	99.0	10b(Ph.D.)	98.0	10b(Ph.D.)	97.7
10c(Ph.D.)	97.8	10c(Ph.D.)	97.1	10c(Ph.D.)	100.0
10d(Ph.D.)	95.2	10d(Ph.D.)	92.4	10d(Ph.D.)	100.0
11a	98.6	11a	97.9	11a	98.0
11b	97.3	11b	97.6	11b	98.6
12	88.4	12	94.6	12	90.5
13	99.6	13	99.8	13	100.0
14a	99.9	14a	99.7	14a	100.0
14b(1)	69.7	14b(1)	74.4	14b(1)	78.9
14b(1)(years)	98.6	14b(1)(years)	98.8	14b(1)(years)	98.0
14b(2)	68.7	14b(2)	72.1	14b(2)	78.9
14b(2)(years)	98.8	14b(2)(years)	97.9	14b(2)(years)	97.7

Table VI-24.--Unweighted item response rates for the Principal Questionnaires (SASS-2A, 2B, 2C), ***continued***

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
14b(3)	88.7	14b(3)	86.1	14b(3)	84.4
14b(3)(years)	99.2	14b(3)(years)	98.9	14b(3)(years)	96.0
14b(4)	69.0	14b(4)	72.6	14b(4)	78.9
14b(4)(years)	98.8	14b(4)(years)	97.4	14b(4)(years)	100.0
14b(5)	65.9	14b(5)	69.7	14b(5)	75.2
14b(5)(years)	97.8	14b(5)(years)	91.7	14b(5)(years)	100.0
14b(6)	78.7	14b(6)	77.7	14b(6)	84.4
14b(6)(years)	98.3	14b(6)(years)	96.4	14b(6)(years)	100.0
14b(7)	73.8	14b(7)	75.4	14b(7)	79.8
14b(7)(years)	98.1	14b(7)(years)	97.3	14b(7)(years)	100.0
14b(8)	65.0	14b(8)	71.9	14b(8)	71.6
14b(8)(years)	95.4	14b(8)(years)	94.3	14b(8)(years)	87.1
15a	99.6	15	99.1	15a	100.0
15b	98.7			15b	98.6
16	99.8	16	99.6	16	100.0
17a	100.0	17a	100.0	17a	100.0
17b	99.2	17b	98.4	17b	100.0
18a	96.1	18a	95.3	18a	96.6
18b	98.9	18b	98.0	18b	97.7
19a	99.4	19a	99.0	19a	98.0
19b	98.7	19b	99.0	19b	100.0
19b(breaks)	96.7	19b(breaks)	90.6	19b(breaks)	81.8
19c	97.4	19c	96.0	19c	98.0
19d	90.9	19d	89.9	19d	84.3
20	99.3	20	98.4	20	99.3
21a	94.9	21a	73.9	21a	85.8
21b	95.6	21b	96.0	21b	94.6
21c	85.9	21c	64.4	21c	75.6
22a	96.0	22a	91.6	22a	97.9
22b	99.3	22b	98.4	22b	99.3
23	99.6	23	99.0	23	99.3
24a	99.3	24a	99.2	24a	98.6
24b	99.4	24b	99.3	24b	99.3
24c	99.2	24c	99.2	24c	99.3
24d	99.2	24d	99.2	24d	99.3
24e	99.4	24e	99.3	24e	99.3
24f	99.3	24f	99.0	24f	98.6

Table VI-24.--Unweighted item response rates for the Principal Questionnaires (SASS-2A, 2B, 2C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
24g	99.4	24g	99.2	24g	99.3
24h	99.4	24h	99.2	24h	99.3
24i	99.3	24i	99.2	24i	99.3
24j	99.3	24j	99.2	24j	98.6
24k	99.4	24k	99.3	24k	99.3
24l	99.3	24l	99.2	24l	99.3
24m	99.4	24m	99.1	24m	98.6
24n	99.4	24n	99.2	24n	98.6
24o	99.3	24o	99.2	24o	99.3
24p	99.0	24p	99.1	24p	99.3
24q	99.4	24q	99.0	24q	97.2
24r	96.8	24r	97.7	24r	97.3
24s	99.4	24s	99.1	24s	99.3
24t	99.2	24t	99.1	24t	98.6
24u	99.4	24u	99.2	24u	99.3
24v	99.2	24v	99.1	24v	98.6
24w	99.3	24w	99.2	24w	99.3
24x	99.4	24x	99.3	24x	99.3
25a(1)	99.2			25a(1)	98.6
25a(2)	99.3			25a(2)	98.6
25a(3)	99.3			25a(3)	99.3
		25a(1)	98.1		
25a(4)	99.4	25a(2)	99.0	25a(4)	99.3
25a(5)	99.4	25a(3)	99.1	25a(5)	99.3
25a(6)	97.8	25a(4)	92.7	25a(6)	92.5
25a(7)	99.0	25a(5)	94.4	25a(7)	97.3
25a(8)	99.2	25a(6)	97.8	25a(8)	99.3
25b(1)	99.2			25b(1)	99.3
25b(2)	99.1			25b(2)	97.3
25b(3)	99.2			25b(3)	99.3
		25b(1)	98.1		
25b(4)	99.5	25b(2)	99.1	25b(4)	99.3
25b(5)	99.3	25b(3)	98.2	25b(5)	99.3
25b(6)	99.2	25b(4)	97.6	25b(6)	99.3
25c(1)	99.0			25c(1)	99.3
25c(2)	99.0			25c(2)	97.3
25c(3)	99.3			25c(3)	99.3

Table VI-24.--Unweighted item response rates for the Principal Questionnaires (SASS-2A, 2B, 2C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
		25c(1)	97.7		
25c(4)	99.4	25c(2)	98.9	25c(4)	99.3
25c(5)	99.4	25c(3)	98.9	25c(5)	98.6
25c(6)	99.1	25c(4)	97.7	25c(6)	97.9
25d(1)	98.9			25d(1)	99.3
25d(2)	99.0			25d(2)	96.6
25d(3)	99.1			25d(3)	99.3
		25d(1)	98.2		
25d(4)	99.3	25d(2)	98.9	25d(4)	99.3
25d(5)	99.3	25d(3)	98.4	25d(5)	99.3
25d(6)	99.0	25d(4)	95.5	25d(6)	97.9
25d(7)	99.1	25d(5)	97.6	25d(7)	99.3
25e(1)	98.8			25e(1)	99.3
25e(2)	99.1			25e(2)	97.3
25e(3)	99.0			25e(3)	99.3
		25e(1)	97.4		
25e(4)	99.3	25e(2)	98.6	25e(4)	99.3
25e(5)	99.3	25e(3)	98.5	25e(5)	99.3
25e(6)	98.9	25e(4)	96.9	25e(6)	98.6
25f(1)	99.1			25f(1)	99.3
25f(2)	99.1			25f(2)	97.3
25f(3)	99.2			25f(3)	99.3
		25f(1)	98.0		
25f(4)	99.4	25f(2)	99.0	25f(4)	98.6
25f(5)	99.1	25f(3)	98.3	25f(5)	99.3
25f(6)	99.1	25f(4)	97.5	25f(6)	99.3
26(first	98.7	26(first	98.3	26(first	99.3
26(second)	98.7	26(second)	98.1	26(second)	98.6
26(third)	98.2	26(third)	97.5	26(third)	97.2
27	98.2	27	98.8	27	98.0
28a	98.2	28a	98.6	28a	96.0
28b	93.0	28b	54.5	28b	98.6
29	93.4	29	93.0	29	93.9
30	98.6	30	98.3	30	100.0

[1] The wording for these questionnaire items can be found in Appendix F.

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C)

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
7a	98.8	6a	98.5	6a	100.0
7b	98.9	6b	97.8	6b	99.3
7c	98.9	6c	97.8	6c	99.3
7d	98.9	6d	97.8	6d	99.3
7e	98.9	6e	97.8	6e	99.3
7f	98.9	6f	97.7	6f	99.3
7g	98.9	6g	97.6	6g	99.3
7h	99.0	6h	97.6	6h	99.3
7i	98.9	6i	97.6	6i	99.3
7j	98.9	6j	97.6	6j	99.3
7k	98.8	6k	97.8	6k	99.3
7l	98.9	6l	97.8	6l	99.3
7m	98.9	6m	97.8	6m	99.3
7n	98.9	6n	97.7	6n	99.3
8	100	7	99.7	7	100.0
9a	96.5	8a	77.1	8a	98.7
9b	96.1	8b	77.1	8b	98.7
9c	95.9	8c	77.2	8c	98.7
9d	96.0	8d	77.1	8d	98.7
9e	95.2	8e	77.1	8e	98.7
		9a	99.3	9a	98.7
10	92.2	9b	88.8	9b	86.8
11	85.7	10	100.0	10	85.5
		11	97.7	11	99.3
12	98.4	12	98.6	12	98.7
		13a	99.9		
		13b	93.3		
		13c	99.2		
		13d	97.7		
		14	100.0		
13a	99.7	15a	99.3	13a	100.0
13b	93.6	15b	92.1	13b	100.0
13c	93.6	15c	92.1	13c	99.0
14	99.7	16a	99.3	14	100.0
		16b	95.7		
		17	99.5		
		18a	99.6	15a	100.0
		18b	98.8	15b	98.1

Table VI-25.–Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C), ***continued***

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
		19a	99.8		
		19b	97.0		
		19c	96.6		
		20	97.3		
15	99.1				
16a	97.0	21a	95.5	16a	98.7
16b	96.8	21b	96.0	16b	98.6
		21c	97.6		
16c	95.7	21d	94.3	16c	94.0
16d	98.2	21e	91.3	16d	98.0
16e	98.2	21f	94.0	16e	96.1
16f	88.9	21g	87.3	16f	95.4
16g	97.3			16g	94.1
16h	94.9	21h	99.4	16h	92.1
16i	92.7	21i	89.3	16i	90.1
16j	93.6	21j	89.9	16j	89.4
16k	94.8	21k	89.7	16k	92.1
17a	99.4	22a	97.2	17a	100.0
17b	98.0	22b	93.0	17b	97.4
		22c	98.6		
17c	96.4	22d	95.3	17c	95.4
17d	98.4	22e	91.9	17d	99.3
17e	98.2	22f	95.3	17e	99.3
17f	92.9	22g	89.0	17f	98.0
17g	98.3			17g	91.4
17h	96.8	22h	90.2	17h	94.7
17i	95.3	22i	89.5	17i	94.7
17j	98.9	22j	95.4	17j	97.3
17k	96.6	22k	91.8	17k	96.7
		23	94.5		
18a	94.5	24a	96.8	18a	95.4
18b	94.5	24b	96.6	18b	95.4
18c	94.6	24c	96.5	18c	95.4
18d	95.0	24d	96.6	18d	95.4
18e	97.2	24e	90.8	18e	94.8
19	96.4	25	96.7	19	96.7
		26a	91.6	20a	98.7

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Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C), ***continued***

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
		26b	94.1	20b	98.0
		26c	90.0	20c	95.4
		26d	93.4	20d	98.0
		27a	91.7	21	93.4
		27b	89.4		
		28a	95.8	22a	99.3
		28b	95.7	22b	98.0
		29a	96.6	23a	98.7
		29b	93.3	23b	98.2
		29c	91.4		
		30	96.1	24	98.7
20a	99.5	31a	99.3	25a	98.6
20b	98.3	31b	88.3	25b	91.1
20c(1)	94.4	31c(1)	85.4	25c(1)	91.1
20c(2)	90.1	31c(2)	74.3	25c(2)	92.7
20c(3)	88.4	31c(3)	75.1	25c(3)	87.0
20c(4)	88.4	31c(4)	75.8	25c(4)	87.8
20c(5)	87.3	31c(5)	74.5	25c(5)	87.8
20c(6)	86.9	31c(6)	73.7	25c(6)	87.0
20c(7)	85.9	31c(7)	71.1	25c(7)	88.7
20c(8)	87.3	31c(8)	74.8	25c(8)	88.7
20c(9)	87.3	31c(9)	73.2	25c(9)	88.6
20c(10)	91.6	31c(10)	75.8	25c(10)	92.7
20c(11)	91.7	31c(11)	75.6	25c(11)	93.5
20c(12)	91.6	31c(12)	75.6	25c(12)	92.7
20c(13)	91.3	31c(13)	75.7	25c(13)	92.7
20c(14)	91.2	31c(14)	75.7	25c(14)	92.7
		32a	95.9		
		32b	97.4	26a	99.3
		32c	94.2	26b	97.4
		32d	95.8	26c	98.7
		32e	96.0	26d	98.0
		32f	95.2	26e	98.0
		32g	95.0	26f	98.0
		32h	94.7	26g	97.4
		32i	94.9	26h	97.4
		32j	94.7	26i	97.4

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
21a	99.2	33a	99.0	27a	99.3
21b	96.9	33b	97.0	27b	94.5
21c	97.4	33c	97.0	27c	94.5
21d(1)	95.1	33d(1)	96.7	27d(1)	94.4
21d(2)	91.9	33d(2)	93.9	27d(2)	94.4
21d(3)	92.3	33d(3)	95.5	27d(3)	94.5
21d(4)	89.5	33d(4)	92.4	27d(4)	93.3
21e	91.4	33e	94.4	27e	93.3
22a	98.3	34a	97.5	28a	96.7
22a(students)	88.9	34(students)	88.1	28a(students)	86.7
22b	97.7	34b	97.1	28b	95.4
22b(students)	88.7	34b(students)	87.5	28b(students)	84.3
22c	98.4	34c	97.7	28c	95.4
22c(students)	91.0	34c(students)	89.2	28c(students)	90.3
22d	98.1	34d	96.9	28d	96.7
22d(students)	90.5	34d(students)	85.5	28d(students)	87.0
22e	98.8	34e	98.6	28e	100.0
22e(students)	88.1	34e(students)	90.8	28e(students)	78.3
22f	98.9	34f	98.5	28f	98.7
22f(students)	93.9	34f(students)	94.6	28f(students)	100.0
22g	98.6	34g	98.4	28g	99.3
22g(students)	92.7	34g(students)	93.5	28g(students)	93.1
22h	98.2	34h	98.1	28h	99.3
22i	98.5	34i	97.9	28i	98.7
23	99.8	35	99.2	29	100.0
24	95.8	36	96.5	30	98.0
25a	99.9	37a	99.1	31a	100.0
25b	98.4	37b	98.4	31b	99.2
25c	98.2	37c	98.0	31c	99.2
26a	98.2	38a	96.7	32a	96.0
26b	93.6	38b	97.8	32b	87.5
26c	83.0	38c	92.1	32c	87.5
27a	97.3	39a	98.1	33a	99.3
27b(PK)	99.7	39b(PK)	99.8	33b(PK)	97.9
27b(K-12)	83.1	39b(K-12)	89.2	33b(K-12)	86.3
27c(teachers)	93.1	39c(teachers)	93.3	33c(teachers)	92.5
27c(aides)	86.1	39c(aides)	76.4	33c(aides)	91.8

Table VI-25.–Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
28a	98.1	40a	98.2	34a	98.7
28b	96.6	40b	94.2	34b	98.6
28c(PK)	90.5	40c(PK)	89.3	34c(PK)	88.7
28c(K-12)	83.9	40c(K-12)	78.3	34c(K-12)	92.0
28d(PK)	89.8	40d(PK)	90.5	34d(PK)	89.3
28d(K-12)	87.6	40d(K-12)	83.8	34d(K-12)	90.6
29a	100.0	41a	99.9	35a	100.0
29b	96.3	41b	97.6	35b	97.8
29c	96.0	41c	97.9	35c	100.0
		42a	98.9	36a	100.0
		42b(1)	96.6	36b(1)	97.8
		42b(2)	96.4	36b(2)	97.8
		42b(3)	95.7	36b(3)	95.6
		42b(4)	96.1	36b(4)	97.8
		42b(5)	96.0	36b(5)	97.8
		42b(6)	96.0	36b(6)	97.8
		42c	98.2	36c	100.0
		42c(years)	30.8	36c(years)	100.0
		43a	97.8	37a	100.0
		43b	91.4	37b	100.0
		43b(hours)	87.7	37b(hours)	0.0
30a	97.9	44a	95.3	38a	90.1
30b	94.5	44b	93.9	38b	93.0
30c	95.5	44c	96.5	38c	95.3
30d	87.3	44d	93.1	38d	93.0
		45a	98.9	39a	100.0
		45b	97.9	39b	100.0
		45c	97.9	39c	100.0
		45d	97.7	39d	100.0
31a	98.8	46a	99.0	40a	100.0
31b	97.7	46b	93.2	40b	100.0
31c	98.0	46c	92.8	40c	98.7
32	96.8	47	97.1	41	98.7
33a	98.5				
33b	97.9				
33c	95.7				
		48	98.2	42	98.0

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
		49	98.5	43	98.0
		50a	87.5	44a	94.4
		50b	81.2	44b	88.0
		50c	71.0	44c	85.2
		50d	76.2	44d	86.6
		50e	80.3	44e	90.1
		51(lowest)	84.0	45(lowest)	70.0
		51(highest)	83.6	45(highest)	70.0
		52a	98.0	46a	99.3
		52b	91.5	46b	97.1
		52c	92.2	46c	95.2
		53a	97.7	47a	98.7
		53b	96.0	47b	100.0
		53c	91.3	47c	88.4
		54a	96.5	48a	99.3
		54b	94.9	48b	100.0
		55	97.3	49	98.7
		56a	97.1	50a	98.7
		56b	94.1	50b	91.6
		57	97.6	51	98.7

[1] The wording for these questionnaire items can be found in Appendix F.

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C)

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
1a	100.0	1a	100.0	1a	100.0
1b	100.0	1b	100.0	1b	100.0
2	87.8	2	90.9	2	68.7
3a	89.9	3a	93.4	3a	83.4
3b	75.6	3b	86.6	3b	77.3
3c	89.5	3c	87.6	3c	81.9
4	89.0	4	91.8	4	72.7
5	100.0	5	100.0	5	100.0
6	99.9	6	99.8	6	99.6
7	96.1	7	95.0	7	94.6
8b	84.7	8b	80.9	8b	77.4
8c	84.7	8c	80.9	8c	77.4
8e	84.7	8e	80.9	8e	77.4
9a	98.4	9a	97.6	9a	95.9
9b	94.7	9b	95.2	9b	83.5
9c	85.0	9c	89.4	9c	72.2
10a	95.0	10a	92.7	10a	86.3
10b	87.4	10b	89.3	10b	81.9
11a	98.6	11a	98.1	11a	98.0
11b	95.7	11b	95.4	11b	94.0
11b(breaks)	92.2	11b(breaks)	92.9	11b(breaks)	91.7
11c	93.5	11c	92.4	11c	88.7
11d	94.7	11d	93.8	11d	89.9
12	97.9	12	97.6	12	98.2
13	98.6	13	98.8	13	98.2
13(state)	93.8	13(state)	95.7	13(state)	94.3
14	92.4	14	93.9	14	94.3
15a	99.7	15a	99.6	15a	99.8
15b	98.0	15b	98.2	15b	97.8
15c	97.6	15c	97.9	15c	97.6
15d	95.6	15d	95.8	15d	94.0
15e	96.4	15e	97.0	15e	96.7
15f	95.3	15f	95.8	15f	95.5
15g	99.0	15g	98.5	15g	94.7
16a	100.0	16a	100.0	16a	100.0
16b	85.8	16b	78.0	16b	80.2
17a	95.9	17a	96.6	17a	95.8

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C), ***continued***

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
17b	96.1	17b	97.8	17b	94.7
17c	93.7	17c	97.3	17c	100.0
18a	98.9	18a	98.6	18a	98.8
18b	98.4	18b	99.0	18b	97.8
18c	96.8	18c	98.0	18c	97.1
19a	95.6	19a	96.2	19a	95.7
19b	98.1	19b	99.0	19b	100.0
19c	97.2	19c	99.5	19c	100.0
20a	97.8	20a	97.8	20a	97.2
20b(associate)	96.4	20b(associate)	93.7	20b(associate)	98.5
20c(associate)	93.9	20c(associate)	91.9	20c(associate)	91.8
20d(associate)	93.8	20d(associate)	91.6	20d(associate)	93.9
20b(ed.specialist)	96.4	20b(ed.specialist)	93.7	20b(ed.specialist)	98.5
20c(ed.specialist)	94.5	20c(ed.specialist)	88.0	20c(ed.specialist)	100.0
20d(ed.specialist)	90.2	20d(ed.specialist)	84.5	20d(ed.specialist)	95.7
20b(Ph.D)	96.4	20b(Ph.D)	93.7	20b(Ph.D)	98.5
20c(Ph.D.)	95.9	20c(Ph.D.)	95.0	20c(Ph.D.)	100.0
20d(Ph.D.)	92.4	20d(Ph.D.)	91.4	20d(Ph.D.)	100.0
21a	100.0	21a	100.0	21a	100.0
21b	99.3	21b	99.1	21b	99.3
21c	98.5	21c	98.7	21c	98.1
22a	100.0	22a	100.0	22a	100.0
22b	96.6	22b	96.6	22b	95.2
22c	100.0	22c	100.0	22c	100.0
23a	97.5	23a	96.7	23a	95.0
23b	89.4	23b	90.0	23b	86.5
23c	88.0	23c	88.8	23c	83.1
24a	98.8	24a	99.0	24a	99.6
24b	97.2	24b	97.0	24b	97.9
25a	98.8	25a	98.6	25a	98.4
25b	98.2	25b	98.3	25b	97.9
25c	99.1	25c	99.2	25c	99.0
26a	99.8	26a	99.8	26a	99.8
26b	97.5	26b	98.1	26b	95.8
26c	97.2	26c	97.8	26c	96.5
27	97.7	27	97.9	27	97.9
28a	96.4	28a	96.7	28a	96.6

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C), ***continued***

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
28a(undergrad)	90.3	28a(undergrad)	92.0	28a(undergrad)	83.5
28a(graduate)	95.0	28a(graduate)	95.6	28a(graduate)	93.3
28b	95.3	28b	95.0	28b	93.6
28b(undergrad)	82.3	28b(undergrad)	88.9	28b(undergrad)	82.7
28d	92.7	28d	93.2	28d	88.8
28d(undergrad)	94.3	28d(undergrad)	95.0	28d(undergrad)	93.0
28d(graduate)	96.0	28d(graduate)	96.1	28d(graduate)	94.9
28e	92.4	28e	92.8	28e	89.7
28e(undergrad)	93.7	28e(undergrad)	95.3	28e(undergrad)	89.3
28e(graduate)	96.2	28e(graduate)	96.7	28e(graduate)	92.9
28f	93.0	28f	93.2	28f	90.0
28f(undergrad)	91.8	28f(undergrad)	93.5	28f(undergrad)	86.6
28f(graduate)	95.7	28f(graduate)	96.1	28f(graduate)	93.5
28g	92.1	28g	92.4	28g	90.5
28g(undergrad)	86.7	28g(undergrad)	90.1	28g(undergrad)	79.1
28g(graduate)	95.2	28g(graduate)	95.7	28g(graduate)	92.2
29	99.7	29	99.8	29	100.0
30	99.5	30	99.5	30	99.3
31a	98.8	31a	98.5	31a	98.8
31a(hours)	98.4	31a(hours)	98.3	31a(hours)	99.1
31b	97.9	31b	98.1	31b	97.9
31b(hours)	97.4	31b(hours)	97.7	31b(hours)	97.4
31c	96.2	31c	96.2	31c	96.3
31c(hours)	95.5	31c(hours)	95.7	31c(hours)	96.4
31d	97.0	31d	97.0	31d	96.3
31d(hours)	96.6	31d(hours)	96.5	31d(hours)	97.0
31e	97.4	31e	97.0	31e	97.5
31e(hours)	96.7	31e(hours)	96.4	31e(hours)	96.6
32a	98.2	32a	97.4	32a	98.5
32b	98.0	32b	97.1	32b	98.5
32c	97.9	32c	97.0	32c	98.3
32d	97.9	32d	96.9	32d	98.3
32e	97.7	32e	96.7	32e	97.8
33	99.0	33	98.7	33	98.4
34	99.5	34	99.4	34	99.6
35a	99.6	35a	99.6	35a	99.3
35b	99.5	35b	99.5	35b	99.3

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
36	100.0	36	100.0	36	100.0
37	99.7	37	99.5	37	99.5
38a	98.2	38a	98.9	38a	99.1
38b(1)	95.9	38b(1)	96.8	38b(1)	97.3
38b(2)	94.8	38b(2)	96.1	38b(2)	95.9
38b(3)	93.5	38b(3)	95.3	38b(3)	95.6
38b(4)	93.4	38b(4)	94.8	38b(4)	94.4
39	79.6	39	73.1	39	69.3
40a(1)	86.1	40a(1)	96.6	40a(1)	97.4
40b(1)	90.8	40b(1)	93.3	40b(1)	93.7
40a(2)	93.7	40a(2)	95.6	40a(2)	95.8
40b(2)	91.3	40b(2)	93.5	40b(2)	93.1
40a(3)	89.9	40a(3)	93.5	40a(3)	89.9
40b(3)	88.8	40b(3)	92.4	40b(3)	88.9
40a(4)	84.7	40a(4)	88.2	40a(4)	80.4
40b(4)	84.0	40b(4)	87.4	40b(4)	79.9
40a(5)	84.6	40a(5)	97.2	40a(5)	98.4
40b(5)	94.0	40b(5)	96.7	40b(5)	97.7
40a(6)	97.4	40a(6)	98.7	40a(6)	99.5
40b(6)	96.9	40b(6)	98.5	40b(6)	98.4
40a(7)	99.0	40a(7)	99.1	40a(7)	99.5
40b(7)	98.8	40b(7)	98.9	40b(7)	99.5
40a(8)	99.2	40a(8)	99.2	40a(8)	99.5
40b(8)	99.0	40b(8)	99.1	40b(8)	99.5
40a(9)	99.2	40a(9)	99.2	40a(9)	99.5
40b(9)	99.2	40b(9)	99.2	40b(9)	99.5
40a(10)	99.2	40a(10)	99.3	40a(10)	99.5
40b(10)	99.1	40b(10)	99.2	40b(10)	99.5
40a(11)	99.3	40a(11)	99.3	40a(11)	99.5
40b(11)	99.2	40b(11)	99.2	40b(11)	99.5
40a(12)	99.3	40a(12)	99.3	40a(12)	99.5
40b(12)	99.3	40b(12)	99.3	40b(12)	99.5
40a(13)	99.4	40a(13)	99.3	40a(13)	99.5
40b(13)	99.3	40b(13)	99.3	40b(13)	98.9
40a(14)	99.4	40a(14)	99.4	40a(14)	99.5
40b(14)	99.3	40b(14)	99.3	40b(14)	98.9
40a(15)	99.4	40a(15)	99.4	40a(15)	99.5
40b(15)	99.3	40b(15)	99.3	40b(15)	99.5

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Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C), ***continued***

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
41a	93.5	41a	94.4	41a	78.8
41b	95.2	41b	95.9	41b	87.8
41c	71.3	41c	83.4	41c	69.7
42a	97.1	42a	95.3	42a	95.3
42b(1)	95.8	42b(1)	95.5	42b(1)	93.7
42b(2)	97.1	42b(2)	96.5	42b(2)	95.2
43a	98.5	43a	98.3	43a	97.0
43b	95.9	43b	95.2	43b	94.8
44a	99.1	44a	98.6	44a	99.3
44b	99.0	44b	97.9	44b	99.1
44c	99.0	44c	98.2	44c	98.9
44d	99.0	44d	98.4	44d	98.9
44e	99.0	44e	98.1	44e	99.3
44f	99.1	44f	98.6	44f	98.8
45a	99.2	45a	98.8	45a	99.3
45b	99.2	45b	98.8	45b	99.3
45c	99.3	45c	98.8	45c	99.3
45d	99.2	45d	98.8	45d	99.3
45e	99.2	45e	98.9	45e	99.3
45f	98.7	45f	98.0	45f	98.9
46a	98.4	46a	99.2	46a	98.8
46b	98.3	46b	99.3	46b	98.4
46c	98.1	46c	99.1	46c	98.4
46d	98.2	46d	99.1	46d	97.9
46e	98.3	46e	99.2	46e	98.8
46f	98.2	46f	99.2	46f	98.4
46g	98.3	46g	99.2	46g	98.8
46h	98.0	46h	99.1	46h	98.4
46i	97.7	46i	98.0	46i	97.9
46j	97.6	46j	97.8	46j	98.2
46k	98.0	46k	98.2	46k	97.7
46l	98.2	46l	98.2	46l	98.6
46m	98.3	46m	98.2	46m	98.8
46n	98.0	46n	98.1	46n	98.2
46o	98.0	46o	97.8	46o	97.5
46p	97.9	46p	97.9	46p	98.8
46q	98.2	46q	98.1	46q	98.4
46r	94.1	46r	94.8	46r	98.2

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
46s	98.0	46s	97.8	46s	98.8
46t	98.2	46t	98.2	46t	98.6
46u	98.2	46u	98.1	46u	98.4
46v	97.8	46v	97.9	46v	98.8
46w	97.8	46w	98.0	46w	98.8
46x	98.3	46x	98.2	46x	98.6
47a	98.0	47a	97.3	47a	98.0
47b	98.3	47b	97.9	47b	98.9
47c	98.1	47c	97.8	47c	98.4
47d	98.4	47d	97.8	47d	98.9
47e	98.0	47e	97.5	47e	98.4
47f	98.0	47f	97.7	47f	98.6
47g	98.2	47g	97.8	47g	98.6
47h	98.4	47h	98.0	47h	98.6
47i	97.8	47i	97.6	47i	98.0
47j	98.3	47j	97.8	47j	98.6
47k	98.1	47k	97.7	47k	97.9
47l	98.2	47l	97.5	47l	98.2
47m	98.1	47m	97.8	47m	98.2
47n	97.8	47n	97.8	47n	98.8
47o	98.2	47o	97.6	47o	98.4
47p	98.4	47p	97.9	47p	98.6
47q	98.2	47q	97.9	47q	98.6
47r	98.1	47r	97.8	47r	98.6
47s	98.7	47s	97.9	47s	98.6
47t	98.1	47t	96.9	47t	98.0
47u	98.6	47u	97.9	47u	98.6
47v	98.5	47v	97.8	47v	98.2
47w	98.6	47w	97.9	47w	98.4
47x	96.8	47x	91.2	47x	96.3
47y	97.4	47y	94.3	47y	97.3
48	98.6	48	97.6	48	98.9
49a	98.8	49a	98.0	49a	98.4
49b	97.4	49b	96.3	49b	97.3
49b(times)	92.0	49b(times)	86.2	49b(times)	94.0
50a	98.3	50a	97.6	50a	98.2
50b	97.4	50b	96.0	50b	97.2

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
50b(times)	90.2	50b(times)	86.2	50b(times)	88.9
51a	92.5	51a	79.3	51a	86.1
51b	99.8	51b	99.7	51b	100.0
51c	87.9	51c	74.3	51c	82.5
52	98.4	52	96.9	52	97.3
53a(1)	97.7	53a(1)	96.1	53a(1)	97.3
53a(1)(amount)	95.2	53a(1)(amount)	94.2	53a(1)(amount)	95.6
53a(2)	94.7	53a(2)	93.2	53a(2)	94.1
53a(2)(amount)	91.6	53a(2)(amount)	89.6	53a(2)(amount)	92.9
53a(3)	94.8	53a(3)	93.2	53a(3)	94.7
53a(3)(amount)	93.1	53a(3)(amount)	91.7	53a(3)(amount)	89.8
53b(1)	91.7	53b(1)	90.4	53b(1)	88.3
53b(2)	97.7	53b(2)	96.4	53b(2)	98.2
53b(2)(amount)	96.0	53b(2)(amount)	94.5	53b(2)(amount)	97.5
53b(3)	98.0	53b(3)	96.6	53b(3)	98.6
53b(3)(amount)	78.6	53b(3)(amount)	77.9	53b(3)(amount)	62.8
53b(4)	96.6	53b(4)	98.0	53b(4)	97.3
53b(5)	94.1	53b(5)	93.4	53b(5)	94.7
53b(5)(amount)	94.1	53b(5)(amount)	91.4	53b(5)(amount)	93.0
		53c	93.1		
54	98.2	54	96.8	54	97.5
55	75.0	55	64.0	55	65.3
56	100.0	56	100.0	56	100.0
57a	97.3	57a	96.5	57a	96.8
57b	92.8	57b	84.5	57b	95.6
58	90.3	58	90.7	58	92.9
59	98.1	59	96.8	59	98.4
60	98.4	60	97.3	60	98.2
61a	98.1	61a	97.0	61a	98.2
61b	97.8	61b	97.0	61b	98.3
62a	98.2	62a	97.0	62a	97.5
62b	96.1	62b	88.9	62b	92.1
63a	97.9	63a	96.7	63a	98.4
63b	97.9	63b	96.6	63b	97.2
63c	97.5	63c	95.5	63c	97.7

[1] The wording for these questionnaire items can be found in Appendix F.

Table VI-27.--Unweighted item response rates for the Student Records Questionnaire (SASS-5)

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
4	99.8	4	99.8	4	99.5
5	96.7	5	95.7	5	94.8
6	100.0	6	100.0	6	100.0
7a	99.2	7a	98.9	7a	99.8
7b	97.4	7b	100.0	7b	96.3
7c	97.2	7c	100.0	7c	98.1
7d	97.3	7d	100.0	7d	98.3
7e	98.1	7e	100.0	7e	96.1
8a	99.3	8a	99.6	8a	99.2
8b	89.5	8b	90.9	8b	86.8
9	99.3	9	99.7	9	98.7
10	100.0	10	100.0	10	100.0
11	96.8	11	96.5	11	91.9
12	99.4	12	99.8	12	96.1
13	99.0	13	99.8	13	96.6
14	94.1	14	99.2	14	95.8
15	97.3	15	98.8	15	96.3
16a	98.1	16a	99.0	16a	96.6
16b	97.2	16b	100.0	16b	93.4
17	98.0	17	99.6	17	97.3
18a	98.0	18a	95.2	18a	97.6
18b	93.9	18b	92.2	18b	93.0
19a	98.6	19a	98.8	19a	98.2
19b	91.3	19b	91.8	19b	80.0
20	100.0	20	100.0	20	100.0
21	99.1	21	99.6	21	99.7
22	99.2	22	99.6	22	99.2
23	98.6	23	98.2	23	99.5
24	99.5	24	99.7	24	98.5
25	99.3	25	99.8	25	98.0
26a	96.4	26a	95.8	26a	96.0
26b	99.1	26b	98.6	26b	98.3
27	98.9	27	99.8	27	99.2

[1] The wording for these questionnaire items can be found in Appendix F.

Table VI-28.--Unweighted item response rates for the Library Media Center Questionnaires (LS-1A, 1B, 1C)

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
1a	98.7	1a	99.3	1a	97.6
1b	98.0	1b	97.8	1b	98.4
1c	99.2	1c	98.2	1c	99.2
		1d	99.9		
		1e	97.3		
2a	95.2	2a	95.1	2a	92.9
2b	96.1	2b	95.5	2b	92.9
2c	97.5	2c	96.9	2c	94.5
2d	94.6	2d	94.6	2d	90.5
3a	90.3	3a	94.3	3a	90.6
3b	81.2	3b	88.0	3b	88.2
3c	79.9	3c	86.7	3c	85.1
4a	99.5	4a	99.4	4a	99.2
4b(adult volunteers)	90.8	4b(adult volunteers)	97.2	4b(adult volunteers)	80.0
4b(student volunteers)	96.1	4b(student volunteers)	94.5	4b(student volunteers)	100.0
5a(books)	87.7	5a(books)	85.4	5a(books)	87.4
5b(books)	80.9	5b(books)	76.7	5b(books)	80.3
5c(books)	88.9	5c(books)	82.7	5c(books)	84.3
5a(subscriptions)	79.2	5a(subscriptions)	79.2	5a(subscriptions)	83.4
5b(subscriptions)	68.2	5b(subscriptions)	70.7	5b(subscriptions)	77.2
5c(subscriptions)	86.6	5c(subscriptions)	81.1	5c(subscriptions)	85.0
5a(video)	80.0	5a(video)	79.0	5a(video)	81.9
5b(video)	78.2	5b(video)	77.8	5b(video)	81.1
5c(video)	78.9	5c(video)	74.5	5c(video)	85.1
5a(other AV)	71.6	5a(other AV)	75.3	5a(other AV)	78.8
5b(other AV)	71.9	5b(other AV)	74.9	5b(other AV)	77.2
5c(other AV)	74.9	5c(other AV)	76.1	5c(other AV)	81.9
5a(software)	80.4	5a(software)	86.2	5a(software)	86.6
5b(software)	79.2	5b(software)	85.3	5b(software)	84.3
5c(software)	81.5	5c(software)	86.0	5c(software)	89.8
5a(CD-ROM)	79.5	5a(CD-ROM)	79.4	5a(CD-ROM)	84.2
5b(CD-ROM)	77.1	5b(CD-ROM)	76.9	5b(CD-ROM)	83.5
5c(CD-ROM)	76.7	5c(CD-ROM)	77.1	5c(CD-ROM)	85.0
6	90.8	6	86.2	6	90.6
7a	92.0	7a	94.5	7a	93.7
7b	88.7	7b	88.5	7b	93.7
7c	92.6	7c	93.5	7c	92.9

Table VI-28.--Unweighted item response rates for the Library Media Center Questionnaires (LS-1A, 1B, 1C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
8a(1)	98.3	8a(1)	97.3	8a(1)	96.1
8a(2)	96.7	8a(2)	95.5	8a(2)	92.1
8b(1)	97.1	8b(1)	95.5	8b(1)	96.1
8b(2)	96.0	8b(2)	95.0	8b(2)	93.7
8c(1)	97.5	8c(1)	96.6	8c(1)	97.6
8c(2)	95.4	8c(2)	94.3	8c(2)	92.9
8d(1)	98.0	8d(1)	97.0	8d(1)	96.1
8d(2)	96.5	8d(2)	95.0	8d(2)	93.7
8e(1)	98.0	8e(1)	97.2	8e(1)	95.3
8e(2)	97.1	8e(2)	95.0	8e(2)	95.3
8f(1)	98.0	8f(1)	97.3	8f(1)	95.3
8f(2)	97.2	8f(2)	95.3	8f(2)	94.5
8g(1)	98.0	8g(1)	96.6	8g(1)	94.5
8g(2)	96.5	8g(2)	95.2	8g(2)	97.6
8h(1)	98.0	8h(1)	97.4	8h(1)	96.1
8h(2)	97.0	8h(2)	96.2	8h(2)	97.6
8i(1)	97.9	8i(1)	97.9	8i(1)	98.4
8i(2)	96.9	8i(2)	96.2	8i(2)	96.1
8j(1)	97.9	8j(1)	97.2	8j(1)	98.4
8j(2)	96.3	8j(2)	94.8	8j(2)	94.5
8k(1)	96.8	8k(1)	96.7	8k(1)	95.3
8k(2)	95.5	8k(2)	95.1	8k(2)	91.3
8l(1)	97.3	8l(1)	96.5	8l(1)	97.6
8l(2)	96.6	8l(2)	96.0	8l(2)	96.9
8m(1)	97.3	8m(1)	96.1	8m(1)	96.1
8m(2)	96.0	8m(2)	95.7	8m(2)	96.1
8n(1)	97.7	8n(1)	97.2	8n(1)	96.9
8n(2)	96.3	8n(2)	95.7	8n(2)	97.6
9	98.5	9	98.2	9	98.4
10a	98.6	10a	98.4	10a	99.2
10b	98.1	10b	97.2	10b	95.9
10c	98.3	10c	97.9	10c	96.9
11a	97.1	11a	95.7	11a	97.6
11b	94.0	11b	93.7	11b	91.9
12a	99.3	12a	98.8	12a	99.2
12b	99.2	12b	98.5	12b	98.4
12c	98.7	12c	98.0	12c	97.6

Table VI-28.–Unweighted item response rates for the Library Media Center Questionnaires (LS-1A, 1B, 1C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
12d	99.1	12d	98.4	12d	98.4
12e	99.1	12e	98.6	12e	98.4
12f	98.7	12f	98.0	12f	98.4
12g	98.5	12g	97.7	12g	99.2
12h	99.1	12h	98.3	12h	99.2
12i	99.1	12i	98.1	12i	99.2
12j	98.6	12j	98.2	12j	97.6
13a	96.2	13a	95.9	13a	99.2
13b	96.2	13b	95.9	13b	98.4
13c	96.2	13c	95.9	13c	97.6
13d	96.2	13d	95.9	13d	99.2
14a	99.2	14a	98.5	14a	100.0
14b	98.7	14b	97.9	14b	100.0
15	98.7	15	97.4	15	99.2
16a	99.0	16a	98.5	16a	98.4
16b	98.8	16b	98.9	16b	100.0
17	99.2	17	98.6	17	99.2
18	97.7	18	97.0	18	94.5
19	99.2	19	98.3	19	97.6
20	99.1	20	98.4	20	97.6
21a	98.8	21a	98.0	21a	100.0
21b	98.3	21b	98.0	21b	98.4
22	98.0	22	97.5	22	99.0
23	99.0	23	98.4	23	98.4
24a	96.2	24a	95.6	24a	98.4
24b	97.2	24b	96.1	24b	98.4
24c	94.2	24c	93.2	24c	96.1
24d	95.6	24d	94.4	24d	96.9
25	56.5	25	66.0	25	61.4
26	89.1	26	88.3	26	92.1
27a	98.4	27a	97.6	27a	100.0
27b	98.3	27b	98.3	27b	99.2
27c	98.3	27c	98.4	27c	100.0
27d	98.5	27d	98.7	27d	100.0
27e	98.4	27e	98.2	27e	100.0
27f	98.7	27f	99.1	27f	100.0
28a	97.7	28a	97.2	28a	100.0

Table VI-28.--Unweighted item response rates for the Library Media Center Questionnaires (LS-1A, 1B, 1C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
28b	97.8	28b	97.5	28b	100.0
28c	98.6	28c	97.9	28c	98.4
28d	98.0	28d	97.5	28d	99.2

[1] The wording for these questionnaire items can be found in Appendix F.

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Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires (LS-2A, 2B, 2C)

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
1	99.1	1	99.0	1	100.0
2	100.0	2	100.0	2	100.0
3	99.6	3	99.3	3	100.0
4	99.9	4	99.7	4	100.0
5a	99.6	5a	100.0	5a	100.0
5b	99.0	5b	99.5	5b	93.3
5c	99.7	5c	100.0	5c	100.0
6	93.3	6	96.8	6	93.7
7	100.0	7	100.0	7	100.0
8	99.9	8	99.7	8	100.0
9	93.2	9	96.7	9	95.9
10a	99.9	10a	99.6	10a	100
10b	95.4	10b	97.3	10b	93.7
11	92.1	11	93.0	11	85.8
12a	99.8	12a	99.2	12a	100.0
12b	98.8	12b	98.1	12b	98.9
12c	98.5	12c	97.9	12c	100.0
12d	98.6	12d	98.1	12d	97.8
12e	99.6	12e	97.9	12e	100.0
13a	99.9	13a	99.9	13a	100.0
13b	99.0	13b	99.4	13b	97.7
13c	98.1	13c	98.6	13c	97.7
14a	96.1	14a	94.8	14a	98.0
14b(associate)	99.7	14b(associate)	99.4	14b(associate)	100.0
14c(associate)	93.5	14c(associate)	95.9	14c(associate)	76.9
14d(associate)	93.5	14d(associate)	93.8	14d(associate)	84.6
14b(education specialist)	98.6	14b(education specialist)	99.4	14b(education specialist)	100.0
14c(education specialist)	79.2	14c(education specialist)	73.1	14c(education specialist)	83.3
14d(education specialist)	75.4	14d(education specialist)	70.1	14d(education specialist)	83.3
14b(Ph.D.)	99.7	14b(Ph.D.)	99.4	14b(Ph.D.)	100.0
14c(Ph.D.)	79.0	14c(Ph.D.)	72.8	14c(Ph.D.)	100.0
14d(Ph.D.)	73.7	14d(Ph.D.)	72.7	14d(Ph.D.)	100.0
15a	99.9	15a	99.9	15a	100.0
15b	99.5	15b	99.7	15b	100.0
15c	99.6	15c	99.5	15c	100.0

Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires (LS-2A, 2B, 2C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
16a	99.2	16a	98.8	16a	99.0
16b	99.7	16b	99.2	16b	100.0
16c	99.2	16c	99.0	16c	100.0
17a	100.0	17a	100.0	17a	100.0
17b	99.0	17b	98.9	17b	98.7
17c	98.0	17c	96.6	17c	94.8
18a	99.3	18a	99.3	18a	99.0
18b(1)	83.1	18b(1)	74.4	18b(1)	85.9
18b(2)	92.5	18b(2)	88.0	18b(2)	87.3
18b(3)	86.8	18b(3)	80.3	18b(3)	77.5
18b(4)	76.3	18b(4)	72.3	18b(4)	69.0
18b(5)	74.3	18b(5)	73.2	18b(5)	81.7
18b(6)	63.3	18b(6)	54.9	18b(6)	59.2
18b(7)	62.5	18b(7)	51.8	18b(7)	56.4
18b(8)	61.2	18b(8)	50.4	18b(8)	57.8
18b(9)	61.8	18b(9)	50.8	18b(9)	56.4
18b(10)	68.3	18b(10)	61.4	18b(10)	62.0
19	98.3	19	98.3	19	99.0
20	96.9	20	96.9	20	98.0
21a	99.5	21a	99.0	21a	100.0
21b	99.6	21b	99.5	21b	100.0
21c	98.5	21c	97.6	21c	99.0
21d	98.9	21d	97.5	21d	100.0
21e	98.9	21e	98.3	21e	96.9
21f	99.4	21f	99.1	21f	99.0
21g	99.3	21g	99.0	21g	99.0
21h	99.4	21h	99.2	21h	100.0
21i	99.5	21i	99.2	21i	100.0
21j	99.3	21j	98.8	21j	100.0
21k	99.5	21k	99.1	21k	100.0
21l	98.5	21l	97.7	21l	92.9
21m	99.3	21m	99.2	21m	100.0
21n	99.5	21n	99.2	21n	100.0
21o	99.5	21o	99.1	21o	100.0
21p	99.2	21p	99.0	21p	99.0
21q	98.7	21q	97.5	21q	100.0

Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires (LS-2A, 2B, 2C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
21r	98.8	21r	98.7	21r	99.0
21s	99.3	21s	98.8	21s	100.0
21t	99.3	21t	98.6	21t	99.0
21u	99.3	21u	98.9	21u	99.0
21v	98.2	21v	96.7	21v	92.9
21w	99.5	21w	99.3	21w	100.0
21x	99.6	21x	98.7	21x	99.0
21y	99.5	21y	99.1	21y	99.0
21z	99.4	21z	98.8	21z	99.0
22a	99.5	22a	98.8	22a	99.0
22b	99.2	22b	94.3	22b	99.0
22c	99.0	22c	98.8	22c	98.0
22d	99.6	22d	99.2	22d	99.0
22e	99.3	22e	96.6	22e	96.9
22f	98.6	22f	97.1	22f	98.0
22g	99.3	22g	99.0	22g	99.0
22h	99.2	22h	98.7	22h	98.0
23a	99.2	23a	99.1	23a	100.0
23b	95.5	23b	83.7	23b	98.6
24	98.5	24	95.8	24	99.0
25	99.0	25	96.5	25	98.0
26a(1)	94.4	26a(1)	93.4	26a(1)	94.9
26a(1)(amount)	89.8	26a(1)(amount)	88.8	26a(1)(amount)	94.1
26a(2)	96.2	26a(2)	94.3	26a(2)	98.0
26a(2)(amount)	97.3	26a(2)(amount)	97.4	26a(2)(amount)	100.0
26a(3)	95.8	26a(3)	94.0	26a(3)	98.0
26a(3)(amount)	96.0	26a(3)(amount)	89.4	26a(3)(amount)	100.0
26a(4)	96.0	26a(4)	94.7	26a(4)	98.0
26a(4)(amount)	94.7	26a(4)(amount)	81.9	26a(4)(amount)	100.0
26a(5)	95.6	26a(5)	93.8	26a(5)	96.9
26a(5)(amount)	94.8	26a(5)(amount)	91.6	26a(5)(amount)	100.0
26b(1)	91.9	26b(1)	86.3	26b(1)	98.0
26b(2)	96.9	26b(2)	96.3	26b(2)	100.0
26b(2)(amount)	94.5	26b(2)(amount)	88.6	26b(2)(amount)	100.0
26b(3)	93.2	26b(3)	92.7	26b(3)	90.8
26b(3)(amount)	83.0	26b(3)(amount)	82.2	26b(3)(amount)	100.0

Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires (LS-2A, 2B, 2C), *continued*

Public		Private		Indian	
Item[1]	Response rate	Item[1]	Response rate	Item[1]	Response rate
26b(4)	96.6	26b(4)	95.1	26b(4)	100.0
26b(5)	95.3	26b(5)	94.7	26b(5)	98.0
26b(5)(amount)	94.5	26b(5)(amount)	93.2	26b(5)(amount)	100.0
26c	87.3	26c	83.2	26c	94.9
		26d	64.6		
27	98.6	27	97.8	27	99.0
28	90.5	28	85.5	28	87.8
29	99.0	29	99.4	29	100.0
30	97.9	30	98.4	30	96.9
31	97.0	31	96.7	31	96.9
32	98.2	32	98.5	32	100.0
33	98.3	33	99.0	33	100.0
34	97.9	34	97.6	34	100.0
35	99.7	35	99.4	35	100.0
36	98.0	36	97.6	36	100.0
36(persons)	95.6	36(persons)	86.8	36(persons)	92.3

[1] The wording for these questionnaire items can be found in Appendix F.

VII. Edit Procedures

VII. Edit Procedures

A. Clerical Edit

Questionnaires returned by individual respondents and those completed by field representatives in telephone follow-up were sent to the Census Bureau processing unit in Jeffersonville, Indiana. Upon receipt, clerks assigned codes to each questionnaire to indicate its status — e.g., complete interview, refusal, deceased (for teachers), school no longer exists. Then they performed a general clerical edit that included reviewing all entries for legibility and making corrections, e.g., changing 'one' to '1' and rounding fractions to whole numbers. For the teacher questionnaires, they also assigned industry and occupation codes to the write-in entries in item 8 (previous non-education job) and assigned state FIPS codes to entries in item 13 (if the respondent reported that he/she taught in a different state during the previous school year). For the teacher questionnaires and the principal questionnaires, they assigned state FIPS codes to the state where the respondent received his/her bachelor's degree.

After editing, the questionnaires were batched by type and by interview status (i.e., interviews, noninterviews, out-of-scope for the survey) for keying. Data entry personnel were instructed to correct all errors identified during the keying operation and to refer problem cases to their supervisor. To assure the quality of the data, all keying was independently verified at the 100 percent level.

B. Preliminary ISR Classification

After data keying, the files of keyed data were merged with those from the computer assisted telephone interviews (CATI). Each component of the survey — LEAs, public schools, private school teachers, etc. — was retained as a separate file.

The next step in processing was to make a preliminary determination of each case's interview status (ISR) — i.e., whether it was an interview, a noninterview, or was out-of-scope for the survey. In general, those cases with "out-of-scope" check-in codes (assigned by clerks) or "out-of-scope" outcome codes (assigned by CATI interviewers) were classified as out-of-scope (ISR=3) for the preliminary ISR. Otherwise, cases with data entries were classified as interviews (ISR=1) and those with no data were classified as noninterviews (ISR=2).

C. Computer Pre-edit

After the preliminary ISR classification, interview records (ISR=1) on the data files for the Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A) and the Public School Questionnaire (SASS-3A) were processed through a computer pre-edit designed to identify inconsistencies and invalid entries. This pre-edit program generated a list of cases where problems occurred. Also displayed on this list were the questionnaire items containing information unacceptable to the pre-edit program and error messages describing the problems. Tables VII-1 and VII-2 show the reject conditions used for pre-edits of the LEA (SASS-1A) and public school (SASS-3A) files and the frequency that each condition occurred.

Table VII-1.--Reasons for pre-edit rejection of LEA data

Reason	Records rejected for this reason	
	Number	**Percent**
Number of teachers was at least 25% greater than expected	531	10.4%
Number of students was at least 20% greater than expected	206	4.0%
Number of teachers was at least 20% less than expected	188	3.7%
LEA was not in Alaska and did not operate any BIA schools but reported that 50% or more of its students were American Indian or Alaska Native	95	1.8%
Highest grade reported was two or more grade levels lower than expected	54	1.0%
Number of students was at least 30% less than expected	52	1.0%
Highest grade reported was two or more grade levels higher than expected	48	0.9%
Lowest grade reported was two or more grade levels lower than expected	40	0.8%
LEA was not in Alaska and did not operate any BIA schools but reported that 50% or more of its teachers were American Indian or Alaska Native	35	0.7%
LEA reported that it had no teachers	8	0.2%
Lowest grade reported was two or more grade levels higher than expected	7	0.1%

Total number of records rejected for one or more reasons = 1264
Rejected records were 19.6% of total interview records.

Table VII-2.--Reasons for pre-edit rejection of public school data

Reason	Records rejected for this reason	
	Number	Percent
Number of teachers was at least 25% greater than expected	662	7.3%
Lowest grade level was 2 or more grade levels lower than expected	432	4.7%
Number of students was at least 20% greater than expected	398	4.4%
Number of teachers was at least 25% less than expected	274	3.0%
Number of American Indian or Alaska Native students was at least 30% greater than expected	227	2.5%
Highest grade level was 2 or more grade levels lower than expected	207	2.3%
Number of students was at least 30% less than expected	200	2.2%
Lowest grade level was 2 or more grade levels higher than expected	165	1.8%
Some student counts in item 7 are much larger than those for next highest and next lowest grade levels	78	0.8%
Highest grade level was 2 or more grade levels higher than expected	77	0.8%
Half or more teachers were reported as American Indian or Alaska Native and school was not a BIA school and was not in Alaska	63	0.7%
Some student counts in item 7 appear to be for groups of grade levels instead of individual grades	43	0.5%
School reported it had no teachers	18	0.2%
School reported that it had no students	16	0.2%
Half or more students were reported as American Indian or Alaska Native and school was not a BIA school and was not in Alaska	14	0.2%

Total number of records rejected for one or more reasons = 2103
Rejected records were 23.1% of total interview records.

For the rejected LEA cases, Census professional staff reviewed the computer record and the SASS-1A questionnaire. Whenever possible, unacceptable entries were corrected by using information on the questionnaire (e.g., explanatory notes and data recorded in other items) or sample file information. Wrong entries that could not be corrected were deleted from the data record. In addition to the questionnaire items specified on the reject listing, other items with inconsistent or incorrect entries within the same record were also corrected during this process. Also in the pre-edit, four cases were classified as out-of-scope for the survey; all data for these four cases were deleted. Table VII-3 shows the number of changes (including deletions) made to the SASS-1A data variables during the pre-edit.

Review of the public school (SASS-3A) reject listing indicated that problems were concentrated in the District of Columbia and five states — Montana, New Jersey, North Dakota, South Dakota, and Wyoming. Therefore, only rejected cases in the District and these states were reviewed and corrected. The correction process included review of the computer records but not the questionnaires. The number of changes made to each public school data variable is shown in Table VII-4.

Table VII-3.--Counts of changes[1] made to the Teacher Demand and Shortage Questionnaire (SASS-1A) variables in the pre-edit

Variable	Number	%[2]	Variable	Number	%[2]	Variable	Number	%[2]
D0115	13	1.0	D0420	15	0.3	D1270	62	1.2
D0120	29	1.0	D0425	72	1.5	D1275	6	0.1
D0125	19	0.8	D0465	7	0.1	D1280	5	0.1
D0130	28	0.6	D0480	5	0.1	D1285	5	0.1
D0135	19	0.8	D0995	66	1.5	D1505	13	1.0
D0140	29	0.6	D1000	81	1.7	D1510	0	0
D0145	19	0.8	D1005	185	3.8	D1515	5	0.4
D0150	28	0.6	D1010	161	3.2	D1520	0	0
D0155	19	0.8	D1015	129	2.6	D1525	0	0
D0160	28	0.6	D1025	27	0.5	D1530	1	0.2
D0165	19	0.8	D1030	5	0.1	D1535	11	0.5
D0170	25	0.5	D1035	3	[3]	D1540	1	0.2
D0175	18	0.7	D1040	5	0.1	D1545	2	0.2
D0180	24	0.5	D1045	0	0	D1550	0	0
D0185	17	0.7	D1050	54	1.2	D1555	19	0.5
D0190	22	0.5	D1055	54	1.2	D1595	26	0.7
D0195	20	0.8	D1065	8	0.2	D1600	8	0.2
D0200	31	0.7	D1070	7	0.1	D1605	9	0.2
D0205	20	0.8	D1075	43	0.9	D1610	44	1.0
D0210	30	0.6	D1080	15	0.3	D1625	29	0.6
D0215	16	0.7	D1085	23	0.5	D1630	25	0.6
D0220	38	0.8	D1090	22	0.4	D1645	4	0.1
D0225	16	0.7	D1095	158	3.2	D1650	4	0.1
D0230	37	0.8	D1225	4	0.1	D1655	7	0.2
D0235	17	0.7	D1230	4	0.1	D1660	51	1.2
D0240	40	0.9	D1235	4	0.1	D1675	4	0.1
D0245	17	0.7	D1240	4	0.1	D1680	50	1.1
D0250	42	0.9	D1245	4	0.1	D1695	8	0.2
D0255	121	2.4	D1250	4	0.1	D1700	1	0.4
D0405	19	0.4	D1255	4	0.1	D1705	0	0
D0410	13	0.3	D1260	4	0.1	D1710	2	0.3
D0415	12	0.2	D1265	4	0.1	D1715	0	0

Table VII-3.--Counts of changes[1] made to the Teacher Demand and Shortage Questionnaire SASS-1A) variables in the pre-edit, *continued*

Variable	Number	%[2]	Variable	Number	%[2]	Variable	Number	%[2]
D1720	2	0.2	D2095	5	0.1	D2250	0	0
D1725	1	0.1	D2100	7	0.1	D2255	0	0
D1730	3	0.3	D2105	10	0.2	D2260	0	0
D1735	2	0.2	D2110	32	0.7	D2265	0	0
D1740	2	1.4	D2115	43	0.9	D2270	0	0
D1760	32	0.6	D2120	60	1.2	D2275	4	0.1
D1765	37	0.8	D2125	1	[3]	D2280	0	0
D1770	37	0.8	D2130	1	[3]	D2285	2	0.1
D1775	31	0.7	D2140	4	0.1	D2290	0	0
D1780	37	0.8	D2145	3	0.1	D2295	4	0.1
D1785	35	0.8	D2150	4	0.1	D2300	4	0.1
D1790	32	0.7	D2155	3	0.1	D2305	0	0
D1795	29	0.6	D2160	3	0.1	D2310	0	0
D1800	0	0	D2190	4	0.1	D2315	0	0
D1805	30	0.7	D2195	0	0	D2320	0	0
D1810	7	0.8	D2200	0	0	D2325	0	0
D1815	1	1.0	D2205	0	0	D2330	0	0
D1845	4	0.1	D2210	4	0.1	D2335	0	0
D1850	4	0.1	D2215	0	0	D2340	0	0
D1855	4	0.1	D2220	0	0	D2345	0	0
D1860	4	0.1	D2225	0	0	D2350	4	0.1
D2080	4	0.1	D2230	0	0			
D2085	4	0.1	D2235	0	0			
D2090	3	0.1	D2240	0	0			

[1] These counts include four cases where the LEA was classified as out-of-scope for the survey during the pre-edit and all data were deleted.

[2] This column displays the percentage of respondents' entries changed or deleted for each variable in the pre-edit.

[3] Less than 0.1 percent of the entries for this variable were changed.

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables for six states in the pre-edit

	District of Columbia	Montana	New Jersey	North Dakota	South Dakota	Wyoming
Number of interview cases[1]	57	183	180	170	170	133
Variables[2]						
S0115	0	1	2	0	0	0
S0120	0	0	2	2	1	0
S0125	0	5	1	3	2	1
S0130	0	6	1	10	5	2
S0135	0	5	1	3	2	1
S0140	0	6	1	9	4	2
S0145	0	5	1	3	2	1
S0150	0	6	1	9	4	2
S0155	0	5	1	3	2	1
S0160	0	6	1	9	4	2
S0165	0	5	1	2	2	1
S0170	0	6	1	9	4	2
S0175	0	5	1	3	2	1
S0180	0	6	1	11	3	2
S0185	0	7	2	3	2	3
S0190	0	9	2	11	3	5
S0195	0	9	0	5	5	4
S0200	0	9	0	7	9	6
S0205	0	9	0	5	5	4
S0210	0	9	0	7	9	6
S0215	0	1	0	6	0	0
S0220	0	2	1	10	2	0
S0225	0	1	0	6	0	0
S0230	0	2	1	10	2	1
S0235	0	1	0	6	0	0
S0240	0	2	0	10	2	1
S0245	0	1	0	6	0	0
S0250	0	2	0	10	2	1
S0255	1	15	2	18	11	6
S0405	0	11	1	10	3	1
S0410	0	8	2	4	2	0
S0415	0	7	2	7	1	3
S0420	0	4	2	4	1	0
S0425	0	13	2	17	10	5
S0455	0	13	2	16	9	5

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables for six states in the pre-edit, *continued*

	District of Columbia	Montana	New Jersey	North Dakota	South Dakota	Wyoming
S0460	0	14	2	15	7	5
S0470	0	0	0	2	0	0
S0475	0	0	0	2	0	0
S0755	6	13	29	11	8	6
S0815	0	10	0	10	7	5
S0820	0	2	0	1	0	0
S0830	0	0	0	0	0	1
S0835	0	4	0	4	5	3
S0840	0	9	0	5	3	2
S0845	0	1	0	3	1	1
S0850	0	3	2	4	10	4
S0855	0	3	0	1	2	4
S0860	0	1	0	1	3	1
S0865	0	1	0	6	8	1
S0870	0	0	0	3	3	0
S0875	0	10	0	9	8	5
S0880	0	2	0	1	0	1
S0890	0	0	0	0	1	1
S0895	0	6	0	2	4	3
S0900	0	8	0	4	3	2
S0905	0	2	0	4	3	1
S0910	18	16	17	16	16	11
S0915	0	4	0	1	4	4
S0920	0	7	0	5	7	4
S0925	0	10	0	10	8	4
S0930	0	9	0	9	8	5
S0965	1	0	0	0	0	0
S0970	1	0	0	0	0	0
S0975	1	0	0	0	0	0
S0980	1	0	0	0	0	0
S0985	3	1	0	2	2	0
S0990	0	0	0	2	0	0
S1130	0	0	0	2	0	0
S1135	0	0	0	2	0	0
S1140	0	0	1	2	0	0
S1145	0	0	0	2	0	0
S1150	0	4	0	6	2	2

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables for six states in the pre-edit, *continued*

	District of Columbia	Montana	New Jersey	North Dakota	South Dakota	Wyoming
S1155	0	0	0	2	0	0
S1165	0	0	0	2	0	0
S1195	0	0	0	2	0	0
S1205	0	0	0	2	0	0
S1215	0	0	0	2	0	0
S1295	0	0	1	2	0	0
S1300	0	0	0	2	0	0
S1305	0	0	1	2	0	0
S1315	0	0	1	2	0	0
S1330	0	0	1	0	0	0
S1335	0	0	1	2	0	0
S1340	0	0	0	2	0	0
S1345	0	0	1	2	0	0
S1350	0	0	1	2	0	0
S1355	0	0	1	2	0	0
S1365	0	9	2	15	9	4
S1375	0	7	2	15	8	2
S1385	0	9	2	13	6	3
S1395	0	6	1	2	9	2
S1400	0	1	0	0	0	0
S1405	0	1	0	0	0	0
S1415	0	0	1	0	0	0
S1425	0	1	1	0	0	0
S1485	0	0	1	1	0	0
S1490	0	6	1	7	8	2
S1495	0	6	1	7	8	2
S1500	0	6	1	7	8	2
S1505	0	0	0	1	1	1
S1515	0	0	0	0	1	0
S1535	0	0	0	1	0	1
S1540	0	0	0	1	1	0
S1550	0	0	0	0	1	0
S1555	0	0	0	1	0	1
S1565	0	0	1	1	0	0
S1570	0	0	0	1	0	0
S1575	0	0	0	1	0	1

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables for six states in the pre-edit, *continued*

	District of Columbia	Montana	New Jersey	North Dakota	South Dakota	Wyoming
S1580	0	0	0	1	0	0
S1585	0	0	0	1	0	0
S1590	0	0	0	1	0	0
S1610	0	7	2	14	8	1
S1625	0	1	0	1	0	0
S1630	0	0	0	1	0	0
S1660	0	11	2	10	9	3
S1680	1	10	2	11	10	4
S1745	0	2	0	9	1	1
S1750	0	2	0	9	1	1
S1755	0	2	0	9	1	1
S1820	0	2	0	9	1	1
S1825	0	2	0	10	2	1
S1830	0	0	0	1	0	0
S1835	0	2	0	10	1	1
S1840	0	2	0	10	1	1
S1875	0	0	1	1	0	0
S1880	0	0	1	1	0	0
S1890	0	0	1	1	0	0
S1895	0	0	1	1	0	0
S1905	0	0	1	1	0	0
S1910	0	0	1	1	0	0
S1960	0	0	1	0	0	0
S1965	0	0	1	0	0	0
S1970	0	0	0	1	0	0
S1990	0	0	1	0	0	0
S2005	0	0	1	0	0	0
S2055	0	0	1	0	0	0
S2060	0	0	1	0	0	0
S2075	0	0	1	0	0	0

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[1] These counts are the number of public schools classified as interviews in the preliminary ISR. Some were probable reclassified as noninterviews in the final ISR edit because there was insufficient data.

[2] Variables not listed in this table had no changes in the pre-edit.

D. Computer Edit

After pre-edit corrections were made, each file was submitted to a computer edit. This edit consisted of a range check, a consistency edit, and a blanking edit.

The range check deleted entries that were outside the range of acceptable values.

The consistency edit identified inconsistent entries within each record and, whenever possible, corrected them; if they could not be corrected, the entries were deleted. These inconsistencies could have been (1) within items (e.g., if one or more admission requirements were marked in item 13b of a public school record but "No" was marked in item 13b , "Does this school have any special requirements for admission other than proof of immunization, age, or residence?") or (2) between items (e.g., if kindergarten students were reported in item 7 of the public school record but "No" was marked in item 25a, "Around the first of October, did this school offer a kindergarten program?"). The consistency edit also filled some items where data were missing or incomplete by using other information on the data record (e.g., if total enrollment was not reported in item 8 of a public school record but students were reported by grade level in item 7, the sum of the student counts in item 7 was entered in item 8 during the consistency edit).

The blanking edit deleted extraneous entries and assigned the "not answered" (.N) code to items that should have been answered but were not.

Only records classified as interviews in the preliminary ISR were edited. Figures VII-1 through VII-17, at the end of this chapter, show the number of edit changes made to entries for the variables within each file.

E. Final Interview Status Edit

After the range check, consistency edit, and blanking edit were complete, the records were put through an edit to make a final determination of whether the case was eligible for the survey and, if so, whether sufficient data had been collected for the case to be classified as an interview. A final interview status recode (ISR) value was assigned to each case as a result of the edit.

1. Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A)

A case was classified as **out-of-scope** (ISR=3) if:

- The district named on the questionnaire no longer existed; or
- The district served only prekindergarten and/or kindergarten students; or

- The district served only postsecondary or adult education students; or

- The agency named on the questionnaire label was not a school district or other public agency that employed elementary and/or secondary teachers.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and

- The number of students in the district was reported; and

- The total number of FTE teachers was reported; and

- There were values for at least 30% of the minimum items that should be filled for an LEA.

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

2. School Principal Questionnaires (SASS-2A, 2B, and 2C)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire label was classified as out-of-scope; or

- The school had no principal, headmaster, or administrator.

A case was classified as an **interview** (ISR=1) if:

- Neither of the conditions for out-of-scope cases was met; and

- At least one part of the educational background section had been answered; and

- The respondent had reported the number of years he/she had been principal of the school named on the questionnaire; and

- There were values for at least 30% of the minimum items that a respondent should fill.

Cases were classified as **noninterviews** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

3. Public School Questionnaire (SASS-3A)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1993–94 school year; or
- The school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- The institution named on the questionnaire was not a public school.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of K–12 students was reported;
- The number of teachers working at the school was reported; and
- There were values for at least 30% of the minimum items that should be filled for a public school.

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

4. Private School Questionnaire (SASS-3B)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1993–94 school year; or
- It did not serve students in any of grades 1–12 or comparable ungraded levels; or
- It was located in a private home; or
- If the respondent had not answered the question that determined whether the school was in a private home, the number of students was less than 10 and there was only one teacher; or
- The institution named on the questionnaire was not a private school.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of students was reported; and
- The number of teachers was reported in FTEs or a head count; and
- There were values for at least 30% of the minimum items that should be filled for a private school.

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

5. Indian School Questionnaire (SASS-3C)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1993–94 school year; or
- The school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- The institution named on the questionnaire was not a school funded by the Bureau of Indian affairs.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of students was reported; and
- The number of teachers was reported in FTEs or a head count; and
- There were values for at least 30% of the minimum items that should be filled for an Indian school.

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

6. Teacher Questionnaires (SASS-4A, 4B, and 4C)

A case was classified as **out-of-scope** (ISR=3) if:

- The school where the teacher was selected for sample was classified as out-of-scope; or
- The teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, retired, left teaching, or was deceased); or
- The person named on the questionnaire label had never worked at the school named on the label; or
- The person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
- The person named on the label was a short-term substitute teacher, student teacher, or teacher's aide.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The respondent reported the year that he/she began working as an elementary or secondary teacher; and
- The respondent answered at least one part of the educational background section; and
- The respondent reported his/her main teaching assignment field; and
- The respondent reported whether or not he/she had a state teaching certificate in his/her main assignment field; and
- At least one grade level of students taught by the respondent was reported; and
- There were values for at least 30% of the minimum items that a respondent should fill.

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

7. Student Records Questionnaire (SASS-5)

A case was classified as **out-of-scope** (ISR=3) if:

- The school where the student was selected for sample was classified as out-of-scope; or
- The teacher, from whose class roster the student was selected, was classified as out-of-scope; or
- The person named on the questionnaire had never attended the school named on the questionnaire cover folder.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The student named on the questionnaire was taught by the teacher from whose class roster he/she was selected; and
- The student's status at the school (enrolled, suspended, transferred, etc.) at the time of data collection was reported; and
- If the student was enrolled in the school at the time of data collection, his/her grade level for school year 1993–94 was reported; and
- There were values for at least 30 percent of the minimum items that should be filled for a student.

A case was classified as a **noninterview** if the conditions for interview and out-of-scope cases were not met.

8. Library Media Center Questionnaires (LS-1A, 1B, and 1C)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was classified as out-of-scope; or
- The school did not have a library.

A case was classified as an **interview** (ISR=1) if:

- Neither of the conditions for out-of-scope cases was met; and

- At least two of the following were reported — number of certified library media specialists, number of professionals working in the library who were not certified library media specialists, number of other paid employees working in the library (clerks, aides, etc.), whether unpaid volunteers worked in the library; and

- There were values for at least 30 percent of the minimum items that should be filled for the library.

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope and interview cases were not met.

9. Library Media Specialist/Librarian Questionnaires (LS-2A, 2B, and 2C)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was classified as out-of-scope; or

- The school did not have a library; or

- The school did not have a librarian; or

- The librarian's main assignment at the school was some other position (e.g., if his/her main assignment was classroom teacher, guidance counselor, or school secretary).

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and

- The respondent reported the year he/she began working as an elementary or secondary school librarian; and

- The respondent answered at least one part of the educational background section; and

- The respondent reported whether or not he/she was certified as a library media specialist; and

- There were values for at least 30 percent of the minimum items that a respondent should fill.

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope and interview cases were not met.

Table VII-5 shows the preliminary ISR and final ISR counts for each SASS component and the percent of change for each ISR classification.

Table VII-5.--Preliminary and final ISR counts and percents of change

		Preliminary ISR			Final ISR			Percent change		
File	Sample size	Interviews	Non-interviews	Out-of-scope	Interviews	Non-interviews	Out-of-scope	Interviews	Non-interviews	Out-of-scope
LEAs	5,568	5,117	261	190	5,008	370	190	- 2.1%	+ 41.8%	0.0%
Principals										
Public	9,825	9,259	382	184	9,098	317	410	- 1.7%	- 17.0%	+ 122.8%
Private	3,353	2,909	371	73	2,743	295	315	- 5.7%	- 20.5%	+ 331.5%
Indian	160	153	3	4	148	2	10	- 3.3%	- 33.3%	+ 150.0%
Schools										
Public	9,825	9,095	439	291	8,767	765	293	- 3.6%	+ 74.2%	+ 0.7%
Private	3,353	2,624	455	274	2,585	489	279	- 1.5%	+ 7.5%	+ 1.8%
Indian	160	153	0	7	152	1	7	- 0.6%	-	0.0%
Teachers										
Public	55,996	48,863	4,504	2,629	47,105	5,898	2,993	- 3.6%	+ 31.0%	+ 13.8%
Private	11,530	8,913	1,711	906	8,372	2,014	1,144	- 6.1%	+ 17.7%	+ 26.3%
Indian	696	598	52	46	562	83	51	-6.0%	+ 59.6%	+ 10.9%
Students	7,899	7,295	540	64	6,829	755	315	- 6.4%	+ 39.8%	+ 329.2%
Libraries										
Public	5,026	4,321	252	453	4,242	413	371	- 1.8%	+ 63.9%	- 18.1%
Private	2,536	1,706	245	585	1,610	461	465	- 5.6%	+ 88.2%	- 20.5%
Indian	160	134	9	17	127	15	18	- 5.2%	+ 66.7%	+ 5.9%
Librarians										
Public	5,026	4,029	239	758	3,903	272	851	- 3.1%	+ 13.8%	+ 12.3%
Private	2,536	1,226	265	1,045	1,140	218	1,178	- 7.0%	- 17.7%	+ 12.7%
Indian	160	107	10	43	98	13	49	- 8.4%	+ 30.0%	+ 14.0%

Figure VII-1.--Counts of changes made to the Teacher Demand and Shortage Questionnaire (SASS-1A) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
D0115	1515	D0420	181	D1270	78	D1720	489
D0120	329	D0425	200	D1275	77	D1725	261
D0125	2244	D0465	66	D1280	79	D1730	553
D0130	96	D0480	131	D1285	71	D1735	230
D0135	2298	D0995	805	D1505	176	D1740	208
D0140	94	D1000	480	D1510	120	D1760	203
D0145	2317	D1005	411	D1515	120	D1765	207
D0150	92	D1010	264	D1520	120	D1770	167
D0155	2335	D1015	777	D1525	120	D1775	220
D0160	91	D1025	168	D1530	120	D1780	191
D0165	2354	D1030	95	D1535	120	D1785	172
D0170	92	D1035	115	D1540	120	D1790	228
D0175	2355	D1040	119	D1545	120	D1795	124
D0180	94	D1045	7	D1550	120	D1800	125
D0185	2363	D1050	438	D1555	423	D1805	151
D0190	93	D1055	432	D1595	334	D1810	847
D0195	2363	D1065	212	D1600	181	D1815	104
D0200	95	D1070	87	D1605	1072	D1845	61
D0205	2371	D1075	342	D1610	653	D1850	64
D0210	97	D1080	345	D1625	381	D1855	68
D0215	2292	D1085	352	D1630	583	D1860	91
D0220	99	D1090	341	D1645	172	D2080	70
D0225	2299	D1095	362	D1650	310	D2085	111
D0230	99	D1225	55	D1655	1264	D2090	118
D0235	2311	D1230	137	D1660	625	D2095	126
D0240	97	D1235	97	D1675	1341	D2100	114
D0245	2312	D1240	90	D1680	630	D2105	150
D0250	98	D1245	109	D1695	138	D2110	424
D0255	737	D1250	116	D1700	360	D2115	226
D0405	181	D1255	94	D1705	174	D2120	145
D0410	192	D1260	115	D1710	388	D2125	2159
D0415	193	D1265	137	D1715	240	D2130	2155

Figure VII-1.--Counts of changes made to the Teacher Demand and Shortage Questionnaire(SASS-1A) Variables in the Computer Edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
D2140	33	D2215	76	D2265	55	D2315	81
D2145	97	D2220	82	D2270	582	D2320	81
D2150	462	D2225	78	D2275	83	D2325	81
D2155	357	D2230	55	D2280	69	D2330	79
D2160	571	D2235	55	D2285	72	D2335	80
D2190	53	D2240	55	D2290	71	D2340	82
D2195	57	D2245	55	D2295	100	D2345	204
D2200	62	D2250	55	D2300	54	D2350	61
D2205	61	D2255	55	D2305	83		
D2210	76	D2260	55	D2310	81		

Number of LEA records edited = 5,117

Figure VII-2.--Counts of changes made to the Public School Principal Questionnaire (SASS-2A) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
A060	126	A220	224	A380	219	A540	50
A065	66	A225	622	A385	226	A550	50
A070	95	A230	2335	A390	231	A555	52
A075	558	A235	2261	A395	257	A560	81
A080	441	A240	2390	A400	245	A565	72
A085	950	A245	2325	A405	245	A570	84
A090	773	A250	1017	A410	247	A575	88
A095	85	A255	878	A415	6	A580	72
A100	84	A260	2456	A420	7486	A585	82
A105	44	A265	2303	A425	294	A590	69
A110	395	A270	2668	A430	79	A595	74
A115	416	A275	2520	A435	128	A600	75
A120	397	A280	1747	A440	259	A605	80
A125	31	A285	1629	A445	80	A610	69
A130	59	A290	2101	A450	80	A615	76
A135	101	A295	1981	A455	80	A620	75
A140	400	A300	2753	A460	91	A625	69
A145	378	A305	2670	A465	662	A630	80
A150	364	A310	57	A470	550	A635	107
A155	621	A315	136	A475	618	A640	75
A160	327	A320	112	A480	362	A645	316
A165	328	A325	34	A485	1018	A650	72
A170	324	A330	103	A490	1246	A655	86
A175	378	A335	328	A495	382	A660	66
A180	331	A340	135	A500	84	A665	85
A185	483	A345	147	A505	50	A670	81
A190	328	A350	206	A510	50	A675	68
A195	313	A355	206	A515	50	A680	83
A200	338	A360	205	A520	50	A685	82
A205	134	A365	204	A525	50	A690	84
A210	257	A370	206	A530	50	A695	74
A215	1099	A375	209	A535	50		

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Figure VII-2.--Counts of changes made to the Public School Principal Questionnaire (SASS-2A) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
A700	74	A755	104	A810	91	A865	92
A705	215	A760	74	A815	114	A870	100
A710	109	A765	63	A820	88	A875	131
A715	92	A770	70	A825	100	A880	148
A720	90	A775	92	A830	74	A885	174
A725	95	A780	113	A835	70	A890	177
A730	87	A785	102	A840	110	A895	179
A735	62	A790	87	A845	95	A900	1107
A740	80	A795	70	A850	98	A905	624
A745	92	A800	73	A855	86	A910	135
A750	101	A805	100	A860	67		

Number of public school principal records edited = 9,259

Figure VII-3.--Counts of changes made to the Private School Principal Questionnaire (SASS-2B) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
A060	38	A220	118	A380	87	A540	41
A065	25	A225	150	A385	82	A545	41
A070	45	A230	545	A390	84	A550	41
A075	162	A235	496	A395	75	A555	42
A080	118	A240	589	A400	72	A560	32
A085	311	A245	539	A405	71	A565	30
A090	267	A250	376	A410	71	A570	31
A095	40	A255	283	A415	3	A575	32
A100	55	A260	622	A420	2206	A580	30
A105	39	A265	535	A425	86	A585	36
A110	144	A270	673	A430	37	A590	33
A115	154	A275	584	A435	59	A595	33
A120	138	A280	532	A440	107	A600	33
A125	38	A285	452	A445	55	A605	32
A130	38	A290	564	A450	55	A610	31
A135	60	A295	487	A455	55	A615	32
A140	276	A300	629	A460	55	A620	34
A145	118	A305	573	A465	790	A625	32
A150	110	A310	41	A470	786	A630	34
A155	184			A475	787	A635	34
A160	142	A320	73	A480	123	A640	40
A165	143	A325	32	A485	711	A645	80
A170	143	A330	59	A490	731	A650	34
A175	146	A335	100	A495	264	A655	34
A180	138	A340	69	A500	59	A660	32
A185	157	A345	78	A505	41	A665	34
A190	142	A350	86	A510	41	A670	33
A195	138	A355	87	A515	41	A675	30
A200	152	A360	88	A520	41	A690	69
A205	70	A365	88	A525	41	A695	38
A210	81	A370	84	A530	41	A700	37
A215	172	A375	85	A535	41	A705	224

Figure VII-3.--Counts of changes made to the Private School Principal Questionnaire (SASS-2B) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
A710	173	A770	43	A830	51	A880	71
A715	76	A775	81	A835	54	A885	84
A730	70	A790	64	A840	102	A890	44
A735	38	A795	40	A855	73	A895	53
A740	66	A800	58	A860	40	A900	219
A745	85	A805	142	A865	62	A905	218
A760	77	A810	82	A870	86	A910	61
A765	40	A825	87	A875	64		

Number of private school principal records edited = 2,909

Figure VII-4.--Counts of changes made to the Indian School Principal Questionnaire (SASS-2C) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
A060	1	A220	2	A380	7	A540	0
A065	2	A225	14	A385	7	A550	0
A070	5	A230	24	A390	7	A555	0
A075	10	A235	22	A395	5	A560	1
A080	10	A240	26	A400	5	A565	0
A085	12	A245	23	A405	5	A570	0
A090	12	A250	20	A410	5	A575	0
A095	2	A255	17	A415	0	A580	0
A100	3	A260	26	A420	98	A585	1
A105	3	A265	23	A425	6	A590	0
A110	4	A270	30	A430	3	A595	0
A115	5	A275	27	A435	3	A600	0
A120	4	A280	21	A440	10	A605	1
A125	1	A285	18	A445	0	A610	0
A130	2	A290	26	A450	0	A615	0
A135	4	A295	23	A455	0	A620	1
A140	9	A300	35	A460	0	A625	1
A145	6	A305	33	A465	23	A630	0
A150	5	A310	0	A470	22	A635	0
A155	9	A315	2	A475	22	A640	3
A160	4	A320	4	A480	6	A645	3
A165	5	A325	0	A485	27	A650	0
A170	6	A330	0	A490	34	A655	1
A175	5	A335	6	A495	2	A660	0
A180	4	A340	3	A500	0	A665	1
A185	5	A345	3	A505	0	A670	0
A190	5	A350	6	A510	0	A675	0
A195	5	A355	6	A515	0	A680	2
A200	5	A360	6	A520	0	A685	3
A205	3	A365	6	A525	0	A690	1
A210	2	A370	6	A530	0	A695	1
A215	15	A375	6	A535	0		

Figure VII-4.--Counts of changes made to the Indian School Principal Questionnaire (SASS-2C) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
A700	1	A755	4	A810	1	A865	1
A705	11	A760	1	A815	1	A870	1
A710	4	A765	1	A820	4	A875	2
A715	1	A770	2	A825	1	A880	3
A720	1	A775	3	A830	1	A885	4
A725	4	A780	1	A835	1	A890	3
A730	1	A785	5	A840	2	A895	7
A735	1	A790	1	A845	1	A900	22
A740	1	A795	1	A850	4	A905	10
A745	1	A800	1	A855	1	A910	0
A750	1	A805	3	A860	2		

Number of Indian school principal records edited = 153

Figure VII-5.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S0115	651	S0425	654	S0905	831	S1205	1207
S0120	216	S0455	847	S0910	360	S1210	1227
S0125	1140	S0460	1441	S0915	505	S1215	1237
S0130	229	S0470	286	S0920	609	S1290	359
S0135	1200	S0475	651	S0925	275	S1295	721
S0140	235	S0700	207	S0930	487	S1300	716
S0145	1213	S0705	195	S0965	680	S1305	828
S0150	231	S0710	221	S0970	692	S1310	542
S0155	1220	S0715	340	S0975	679	S1315	401
S0160	229	S0720	294	S0980	632	S1320	418
S0165	1201	S0725	210	S0985	601	S1325	729
S0170	226	S0730	235	S0990	508	S1330	453
S0175	1181	S0735	221	S1100	360	S1335	1183
S0180	230	S0750	755	S1105	308	S1340	1269
S0185	1013	S0755	520	S1110	308	S1345	1235
S0190	226	S0760	168	S1115	308	S1350	1364
S0195	885	S0770	227	S1120	308	S1355	1259
S0200	221	S0815	635	S1125	308	S1360	425
S0205	904	S0820	575	S1130	308	S1365	1052
S0210	227	S0830	712	S1135	308	S1370	699
S0215	1184	S0835	582	S1140	308	S1375	1035
S0220	237	S0840	646	S1145	310	S1380	523
S0225	1181	S0845	1169	S1150	1073	S1385	960
S0230	234	S0850	456	S1155	945	S1390	519
S0235	1184	S0855	669	S1160	1062	S1395	1001
S0240	228	S0860	842	S1165	1061	S1400	305
S0245	1192	S0865	755	S1170	1133	S1405	644
S0250	228	S0870	743	S1175	1163	S1410	1105
S0255	798	S0875	283	S1180	1227	S1415	1373
S0405	564	S0880	402	S1185	1131	S1420	676
S0410	599	S0890	653	S1190	1140	S1425	918
S0415	600	S0895	390	S1195	1206	S1430	332
S0420	588	S0900	415	S1200	1196	S1435	302

Figure VII-5.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S1440	247	S1555	1099	S1830	892	S1965	350
S1445	555	S1565	1219	S1835	786	S1970	351
S1450	555	S1570	1797	S1840	1016	S1975	462
S1455	555	S1575	1687	S1865	394	S1980	524
S1460	555	S1580	1772	S1870	372	S1985	419
S1465	555	S1585	1783	S1875	372	S1990	356
S1470	555	S1590	1220	S1880	373	S1995	367
S1475	555	S1600	578	S1885	374	S2000	365
S1480	555	S1605	2064	S1890	372	S2005	353
S1485	561	S1610	1493	S1895	372	S2010	342
S1490	606	S1625	1165	S1900	374	S2015	340
S1495	410	S1630	1418	S1905	372	S2020	353
S1500	433	S1645	400	S1910	372	S2025	345
S1505	770	S1650	531	S1915	372	S2030	358
S1510	686	S1655	2989	S1920	372	S2035	342
S1515	686	S1660	1647	S1925	372	S2040	349
S1520	686	S1675	3156	S1930	372	S2045	370
S1525	686	S1680	1627	S1935	372	S2050	477
S1530	686	S1745	314	S1940	372	S2055	497
S1535	686	S1750	655	S1945	350	S2060	491
S1540	686	S1755	745	S1950	350	S2065	474
S1545	686	S1820	450	S1955	350	S2070	448
S1550	686	S1825	609	S1960	350	S2075	468

Number of public school records edited = 9,095

Figure VII-6.--Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S0115	129	S0425	120	S0615	121	S0790	91
S0120	130	S0450	61	S0620	121	S0795	32
S0125	114	S0455	351	S0625	121	S0800	94
S0130	69	S0460	259	S0630	121	S0805	111
S0135	133	S0465	124	S0635	121	S0810	121
S0140	85	S0470	62	S0640	121	S0815	288
S0145	138	S0475	82	S0645	121	S0820	273
S0150	89	S0485	58	S0650	121	S0825	296
S0155	143	S0490	201	S0655	121	S0830	327
S0160	93	S0495	54	S0660	121	S0835	290
S0165	134	S0500	203	S0665	121	S0840	278
S0170	80	S0505	121	S0670	121	S0845	349
S0175	134	S0510	121	S0675	121	S0855	329
S0180	85	S0515	121	S0680	121	S0860	299
S0185	125	S0520	121	S0685	121	S0865	281
S0190	77	S0525	121	S0690	206	S0870	286
S0195	142	S0530	121	S0695	123	S0875	114
S0200	94	S0535	121	S0700	78	S0880	250
S0205	133	S0540	121	S0705	56	S0885	236
S0210	81	S0545	121	S0710	51	S0890	326
S0215	130	S0550	121	S0715	78	S0895	268
S0220	106	S0555	121	S0720	50	S0900	247
S0225	135	S0560	121	S0725	39	S0905	308
S0230	109	S0565	121	S0730	100	S0915	312
S0235	136	S0570	121	S0735	59	S0920	292
S0240	110	S0575	121	S0740	52	S0925	140
S0245	140	S0580	121	S0750	80	S0930	234
S0250	114	S0585	121	S0755	280	S0935	55
S0255	214	S0590	121	S0760	94	S0940	569
S0405	126	S0595	121	S0765	570	S0945	429
S0410	125	S0600	121	S0775	75	S0950	547
S0415	137	S0605	121	S0780	25	S0955	583
S0420	132	S0610	121	S0785	0	S0960	237

Figure VII-6.--Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S0965	171	S1170	542	S1355	246	S1520	128
S0970	174	S1175	558	S1360	106	S1525	128
S0975	173	S1180	610	S1365	256	S1530	128
S0980	173	S1185	536	S1370	148	S1535	128
S0985	147	S1190	569	S1375	261	S1540	128
S0990	107	S1195	598	S1380	126	S1545	128
S0995	622	S1200	600	S1385	231	S1550	128
S1000	432	S1205	601	S1390	129	S1555	209
S1005	358	S1210	598	S1395	266	S1565	346
S1010	330	S1215	598	S1400	60	S1570	702
S1015	360	S1220	127	S1405	185	S1575	618
S1020	371	S1225	88	S1410	183	S1580	751
S1030	132	S1230	173	S1415	240	S1585	779
S1035	134	S1235	129	S1420	93	S1590	336
S1045	4	S1240	125	S1425	160	S1600	92
S1050	802	S1245	147	S1430	69	S1605	354
S1055	223	S1250	152	S1435	75	S1610	273
S1060	258	S1255	158	S1440	54	S1625	333
S1070	128	S1260	154	S1445	111	S1630	392
S1100	292	S1265	158	S1450	111	S1645	66
S1105	248	S1290	84	S1455	111	S1650	188
S1110	248	S1295	132	S1460	111	S1655	579
S1115	248	S1300	130	S1465	111	S1660	450
S1120	248	S1305	190	S1470	111	S1675	602
S1125	248	S1310	64	S1475	111	S1680	466
S1130	248	S1315	83	S1480	111	S1745	58
S1135	248	S1320	70	S1485	115	S1750	132
S1140	248	S1325	143	S1490	82	S1755	166
S1145	249	S1330	118	S1495	72	S1760	264
S1150	396	S1335	242	S1500	79	S1765	92
S1155	544	S1340	249	S1505	154	S1770	74
S1160	531	S1345	252	S1510	128	S1775	82
S1165	515	S1350	251	S1515	128	S1780	85

Figure VII-6.--Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S1785	79	S1890	162	S2105	417	S2250	112
S1790	81	S1895	162	S2110	588	S2255	112
S1795	58	S1900	162	S2115	496	S2260	112
S1800	49	S1905	162	S2120	430	S2265	112
S1805	99	S1910	162	S2125	984	S2270	195
S1810	159	S1915	163	S2130	981	S2275	117
S1815	108	S1920	162	S2135	148	S2280	124
S1820	107	S1925	162	S2140	87	S2285	128
S1825	120	S1930	162	S2165	261	S2290	123
S1830	176	S1935	162	S2170	206	S2295	91
S1835	132	S1940	162	S2175	192	S2300	96
S1840	165	S1945	57	S2180	188	S2305	116
S1845	48	S1950	57	S2185	185	S2310	117
S1850	72	S1955	57	S2210	107	S2315	118
S1855	73	S1960	57	S2215	93	S2320	116
S1860	79	S1965	57	S2220	99	S2325	116
S1865	195	S1970	71	S2225	94	S2330	115
S1870	162	S1975	99	S2230	112	S2335	115
S1875	162	S2080	68	S2235	112	S2340	115
S1880	162	S2095	118	S2240	112	S2345	151
S1885	162	S2100	311	S2245	112	S2350	83

Number of private school records edited = 2,624

Figure VII-7.--Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S0115	14	S0425	12	S0875	2	S1125	12
S0120	8	S0450	3	S0880	6	S1130	12
S0125	44	S0455	20	S0890	11	S1135	12
S0130	3	S0460	23	S0895	7	S1140	12
S0135	45	S0465	1	S0900	8	S1145	12
S0140	2	S0470	2	S0905	14	S1150	13
S0145	45	S0475	8	S0910	11	S1155	11
S0150	2	S0700	4	S0915	10	S1160	18
S0155	46	S0705	0	S0920	10	S1165	17
S0160	3	S0710	1	S0925	5	S1170	17
S0165	45	S0715	2	S0930	6	S1175	18
S0170	2	S0720	1	S0965	10	S1180	16
S0175	42	S0725	0	S0970	27	S1185	16
S0180	2	S0730	0	S0975	27	S1190	16
S0185	39	S0735	0	S0980	26	S1195	18
S0190	2	S0745	5	S0985	10	S1200	17
S0195	34	S0750	6	S0990	6	S1205	18
S0200	3	S0755	7	S0995	15	S1210	18
S0205	36	S0760	0	S1000	10	S1215	18
S0210	3	S0780	0	S1005	8	S1225	1
S0215	21	S0785	0	S1010	9	S1230	4
S0220	4	S0790	8	S1015	13	S1235	2
S0225	21	S0815	9	S1030	2	S1240	3
S0230	4	S0820	10	S1035	4	S1245	3
S0235	22	S0830	13	S1045	0	S1250	3
S0240	5	S0835	9	S1050	41	S1255	4
S0245	21	S0840	11	S1055	8	S1260	4
S0250	4	S0845	11	S1070	3	S1265	4
S0255	1	S0850	13	S1100	13	S1290	7
S0405	2	S0855	13	S1105	12	S1295	9
S0410	18	S0860	17	S1110	12	S1300	8
S0415	19	S0865	17	S1115	12	S1305	10
S0420	18	S0870	13	S1120	12	S1310	7

Figure VII-7.--Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S1315	6	S1480	3	S1745	1	S1910	0
S1320	6	S1485	3	S1750	8	S1915	0
S1325	9	S1490	2	S1755	11	S1920	0
S1330	8	S1495	1	S1760	23	S1925	0
S1335	20	S1500	2	S1765	9	S1930	0
S1340	23	S1505	7	S1770	4	S1935	0
S1345	16	S1510	6	S1775	5	S1940	0
S1350	18	S1515	6	S1780	5	S1945	2
S1355	14	S1520	6	S1785	4	S1950	2
S1360	8	S1525	6	S1790	3	S1955	2
S1365	20	S1530	6	S1795	0	S1960	2
S1370	23	S1535	6	S1800	1	S1965	2
S1375	21	S1540	6	S1805	7	S1970	4
S1380	17	S1545	6	S1810	9	S1975	2
S1385	17	S1550	6	S1815	1	S2080	3
S1390	12	S1555	26	S1820	18	S2095	4
S1395	22	S1565	24	S1825	20	S2100	9
S1400	1	S1570	43	S1830	6	S2105	18
S1405	11	S1575	42	S1835	20	S2110	21
S1410	24	S1580	43	S1840	20	S2115	21
S1415	28	S1585	42	S1845	0	S2120	14
S1420	7	S1590	23	S1850	0	S2125	80
S1425	18	S1600	4	S1855	0	S2130	80
S1430	1	S1605	40	S1860	0	S2140	1
S1435	2	S1610	25	S1865	1	S2165	6
S1440	1	S1625	14	S1870	0	S2170	9
S1445	3	S1630	15	S1875	0	S2175	7
S1450	3	S1645	6	S1880	0	S2180	6
S1455	3	S1650	5	S1885	0	S2185	7
S1460	3	S1655	43	S1890	0	S2210	4
S1465	3	S1660	30	S1895	0	S2215	2
S1470	3	S1675	48	S1900	0	S2220	3
S1475	3	S1680	32	S1905	0	S2225	3

Figure VII-7.--Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
S2230	7	S2265	7	S2300	3	S2335	7
S2235	7	S2270	14	S2305	7	S2340	7
S2240	7	S2275	2	S2310	8	S2345	8
S2245	7	S2280	1	S2315	7	S2350	2
S2250	7	S2285	1	S2320	7		
S2255	7	S2290	1	S2325	7		
S2260	7	S2295	2	S2330	7		

Number of Indian school records edited = 153

Figure VII-8.--Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T0020	659	T0190	3293	T0360	5343	T0525	5307
T0025	3106	T0195	4653	T0365	1172	T0530	9436
T0030	5767	T0200	3996	T0370	1007	T0535	13127
T0035	2798	T0205	1384	T0375	1011	T0540	6736
T0040	1518	T0210	8300	T0380	1003	T0545	582
T0045	2722	T0215	219	T0385	992	T0550	581
T0050	1871	T0220	2490	T0390	993	T0555	581
T0055	145	T0225	2520	T0395	993	T0560	581
T0060	144	T0230	2503	T0400	997	T0565	581
T0065	633	T0235	772	T0405	3183	T0570	581
T0070	874	T0240	1139	T0410	2192	T0575	581
T0075	963	T0245	1451	T0415	1402	T0580	581
T0080	589	T0250	4942	T0420	1703	T0585	616
T0090	726	T0255	1724	T0425	4939	T0590	1174
T0095	1874	T0260	1725	T0430	1397	T0595	1058
T0100	2651	T0265	1809	T0435	2689	T0600	1802
T0105	2470	T0270	1653	T0440	5642	T0605	1608
T0110	13578	T0275	1610	T0445	15917	T0610	2580
T0115	31	T0280	1614	T0450	3723	T0615	2361
T0120	34049	T0285	1649	T0455	9618	T0620	2102
T0125	1124	T0290	1566	T0460	13335	T0625	2004
T0130	809	T0295	1668	T0465	4227	T0630	1934
T0135	1201	T0300	1534	T0470	5756	T0635	1856
T0140	930	T0305	1520	T0475	18663	T0640	2013
T0145	1104	T0310	1536	T0480	5102	T0645	2109
T0150	794	T0315	673	T0485	8491	T0650	2135
T0155	1202	T0320	605	T0490	14043	T0655	2153
T0160	1613	T0325	2482	T0495	5266	T0660	2244
T0165	3332	T0330	1345	T0500	8962	T0665	930
T0170	405	T0335	742	T0505	13063	T0670	930
T0175	1205	T0340	1924	T0510	5075	T0675	930
T0180	1408	T0345	2132	T0515	7793	T0680	930
T0185	3739	T0350	12698	T0520	15567	T0685	930

Figure VII-8.--Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T0690	930	T0855	3824	T1020	885	T1185	1477
T0695	697	T0860	3890	T1025	900	T1190	1242
T0700	642	T0865	3548	T1030	899	T1195	1371
T0705	693	T0870	3610	T1035	897	T1200	1206
T0710	631	T0875	2945	T1040	868	T1205	1310
T0715	631	T0880	2996	T1045	820	T1210	1163
T0720	631	T0885	2350	T1050	794	T1215	1339
T0725	631	T0890	2368	T1055	769	T1220	1356
T0730	631	T0895	2041	T1060	808	T1225	1274
T0735	631	T0900	2037	T1065	792	T1230	1184
T0740	631	T0905	1859	T1070	1061	T1235	1461
T0745	631	T0910	1852	T1075	1194	T1240	1219
T0750	631	T0915	1739	T1080	1223	T1245	1308
T0755	631	T0920	1741	T1085	1335	T1250	1295
T0760	631	T0925	1639	T1090	1287	T1255	1324
T0765	631	T0930	1649	T1095	1212	T1260	1467
T0770	631	T0935	1592	T1100	1245	T1265	1273
T0775	631	T0940	1603	T1105	1223	T1270	1191
T0780	631	T0945	1535	T1110	1354	T1275	1242
T0785	631	T0950	1549	T1115	1515	T1280	1297
T0790	958	T0955	1510	T1120	1550	T1285	1024
T0795	6414	T0960	1522	T1125	1367	T1290	1300
T0800	5822	T0965	1485	T1130	1271	T1295	1054
T0805	5689	T0970	1502	T1135	1206	T1300	1134
T0810	6143	T0975	12164	T1140	1345	T1305	1087
T0815	6130	T0980	12270	T1145	1390	T1310	1930
T0820	5153	T0985	12401	T1150	1436	T1315	1666
T0825	4686	T0990	1841	T1155	1273	T1320	1060
T0830	5390	T0995	2523	T1160	3260	T1325	1049
T0835	4337	T1000	1862	T1165	1393	T1330	3957
T0840	4491	T1005	1138	T1170	1295	T1335	1505
T0845	4067	T1010	2435	T1175	1280	T1340	1265
T0850	4144	T1015	846	T1180	1496	T1345	5542

Figure VII-8.--Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T1350	1368	T1410	3251	T1475	1263	T1540	5176
T1355	4507	T1415	3712	T1480	1263	T1545	1280
T1360	478	T1420	4481	T1485	1263	T1450	1171
T1365	222	T1425	2094	T1490	1263	T1555	32
T1370	1568	T1430	2335	T1495	1263	T1560	20075
T1375	5268	T1435	2928	T1500	1263	T1565	1938
T1380	2273	T1440	3779	T1510	1263	T1570	1338
T1385	1130	T1445	1781	T1515	1301	T1575	1547
T1390	1629	T1450	3408	T1520	9844	T1580	1393
T1395	1893	T1455	3693	T1525	1150	T1585	4738
T1400	3313	T1465	1264	T1530	1701	T1590	1486
T1405	3351	T1470	1263	T1535	6656		

Number of public school teacher records edited = 48,863

Figure VII-9.--Counts of changes made to the Private School Teacher Questionnaire (SASS-4B) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T0020	86	T0190	527	T0355	708	T0520	2646
T0025	609	T0195	743	T0360	730	T0525	966
T0030	898	T0200	661	T0365	234	T0530	1585
T0035	484	T0205	273	T0370	230	T0535	2295
T0040	347	T0210	2206	T0375	229	T0540	1254
T0045	539	T0215	93	T0380	229	T0545	162
T0050	369	T0220	395	T0385	228	T0550	161
T0055	40	T0225	382	T0390	228	T0555	161
T0060	43	T0230	377	T0395	228	T0560	161
T0065	140	T0235	204	T0400	232	T0565	161
T0070	225	T0240	233	T0405	565	T0570	161
T0075	236	T0245	260	T0410	402	T0575	161
T0080	135	T0250	1029	T0415	267	T0580	161
T0090	329	T0255	308	T0420	306	T0585	164
T0095	623	T0260	304	T0425	845	T0590	301
T0100	885	T0265	363	T0430	298	T0595	277
T0105	670	T0270	365	T0435	506	T0600	357
T0110	2027	T0275	360	T0440	940	T0605	328
T0115	5	T0280	364	T0445	2927	T0610	512
T0120	5736	T0285	362	T0450	710	T0615	484
T0125	239	T0290	354	T0455	1451	T0620	448
T0130	168	T0295	363	T0460	2312	T0625	435
T0135	304	T0300	353	T0465	751	T0630	445
T0140	235	T0305	343	T0470	964	T0635	436
T0145	243	T0310	348	T0475	3160	T0640	483
T0150	148	T0315	145	T0480	898	T0645	501
T0155	313	T0320	96	T0485	1450	T0650	507
T0160	312	T0325	538	T0490	2351	T0655	513
T0165	615	T0330	312	T0495	939	T0660	531
T0170	91	T0335	297	T0500	1493	T0665	288
T0175	209	T0340	308	T0505	2252	T0670	288
T0180	220	T0345	726	T0510	916	T0675	288
T0185	651	T0350	2447	T0515	1357	T0680	288

Figure VII-9.--Counts of changes made to the Private School Teacher Questionnaire (SASS-4B) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T0685	288	T0855	792	T1020	351	T1185	344
T0690	288	T0860	794	T1025	330	T1190	329
T0700	224	T0865	748	T1030	311	T1195	404
T0705	218	T0870	753	T1035	333	T1200	352
T0710	219	T0875	683	T1040	293	T1205	366
T0715	188	T0880	680	T1045	276	T1210	364
T0720	188	T0885	589	T1050	268	T1215	391
T0725	188	T0890	588	T1055	268	T1220	366
T0730	188	T0895	525	T1060	270	T1225	366
T0735	188	T0900	523	T1065	267	T1230	341
T0740	188	T0905	444	T1070	350	T1235	382
T0745	188	T0910	451	T1075	330	T1240	356
T0750	188	T0915	403	T1080	321	T1245	371
T0755	188	T0920	403	T1085	331	T1250	382
T0760	188	T0925	369	T1090	334	T1255	361
T0765	188	T0930	368	T1095	325	T1260	364
T0770	188	T0935	344	T1100	321	T1265	378
T0775	188	T0940	344	T1105	323	T1270	349
T0780	188	T0945	333	T1110	332	T1275	354
T0785	188	T0950	332	T1115	348	T1280	363
T0790	266	T0955	323	T1120	366	T1285	348
T0795	1005	T0960	324	T1125	331	T1290	439
T0800	971	T0965	315	T1130	325	T1295	354
T0805	950	T0970	318	T1135	328	T1300	361
T0810	996	T0975	1800	T1140	334	T1305	352
T0815	1007	T0980	1780	T1145	358	T1310	950
T0820	966	T0985	1801	T1150	353	T1315	674
T0825	916	T0990	581	T1155	339	T1320	378
T0830	964	T0995	574	T1160	624	T1325	348
T0835	867	T1000	482	T1165	360	T1330	819
T0840	877	T1005	322	T1170	330	T1335	387
T0845	828	T1010	593	T1175	337	T1340	380
T0850	831	T1015	289	T1180	352	T1345	976

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Figure VII-9.--Counts of changes made to the Private School Teacher Questionnaire (SASS-4B) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T1350	407	T1415	944	T1480	443	T1545	426
T1355	2028	T1420	1031	T1485	443	T1550	401
T1360	41	T1425	543	T1490	443	T1555	4
T1365	15	T1430	595	T1495	443	T1560	4474
T1370	458	T1435	740	T1500	443	T1565	528
T1375	1728	T1440	975	T1505	443	T1570	435
T1380	275	T1445	513	T1510	443	T1575	485
T1385	434	T1450	764	T1515	456	T1580	462
T1390	543	T1455	806	T1520	2882	T1585	1017
T1395	595	T1460	769	T1525	394	T1590	464
T1400	860	T1465	443	T1530	473		
T1405	868	T1470	443	T1535	1322		
T1410	819	T1475	443	T1540	992		

Number of private school teacher records edited = 8,913

Figure VII-10.–Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T0020	3	T0190	51	T0355	71	T0520	217
T0025	50	T0195	74	T0360	76	T0525	82
T0030	78	T0200	67	T0365	16	T0530	133
T0035	42	T0205	23	T0370	12	T0535	183
T0040	25	T0210	138	T0375	14	T0540	136
T0045	47	T0215	1	T0380	13	T0545	12
T0050	32	T0220	39	T0385	12	T0550	12
T0055	3	T0225	40	T0390	12	T0555	12
T0060	3	T0230	37	T0395	12	T0560	12
T0065	20	T0235	13	T0400	18	T0565	12
T0070	26	T0240	17	T0405	55	T0570	12
T0075	26	T0245	18	T0410	35	T0575	12
T0080	26	T0250	73	T0415	24	T0580	12
T0090	19	T0255	22	T0420	31	T0585	13
T0095	45	T0260	22	T0425	71	T0590	18
T0100	57	T0265	31	T0430	23	T0595	18
T0105	85	T0270	26	T0435	37	T0600	26
T0110	198	T0275	26	T0440	98	T0605	24
T0115	0	T0280	25	T0445	210	T0610	37
T0120	428	T0285	28	T0450	58	T0615	31
T0125	16	T0290	23	T0455	126	T0620	34
T0130	9	T0295	26	T0460	192	T0625	31
T0135	23	T0300	24	T0465	63	T0630	28
T0140	18	T0305	23	T0470	97	T0635	30
T0145	14	T0310	23	T0475	232	T0640	25
T0150	17	T0315	14	T0480	89	T0645	25
T0155	32	T0320	10	T0485	121	T0650	26
T0160	28	T0325	40	T0490	176	T0655	27
T0165	54	T0330	18	T0495	84	T0660	30
T0170	5	T0335	11	T0500	131	T0665	18
T0175	17	T0340	33	T0505	162	T0670	18
T0180	19	T0345	32	T0510	81	T0675	18
T0185	64	T0350	165	T0515	118	T0680	18

Figure VII-10.--Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T0685	18	T0850	76	T1015	13	T1180	14
T0690	18	T0855	69	T1020	14	T1185	14
T0695	11	T0860	67	T1025	16	T1190	15
T0700	13	T0865	62	T1030	15	T1195	18
T0705	14	T0870	60	T1035	13	T1200	13
T0710	12	T0875	52	T1040	16	T1205	16
T0715	12	T0880	51	T1045	13	T1210	13
T0720	12	T0885	43	T1050	13	T1215	16
T0725	12	T0890	41	T1055	13	T1220	15
T0730	12	T0895	34	T1060	13	T1225	15
T0735	12	T0900	31	T1065	13	T1230	16
T0740	12	T0905	27	T1070	15	T1235	18
T0745	12	T0910	24	T1075	14	T1240	16
T0750	12	T0915	23	T1080	17	T1245	19
T0755	12	T0920	21	T1085	16	T1250	17
T0760	12	T0925	21	T1090	19	T1255	17
T0765	12	T0930	19	T1095	14	T1260	15
T0770	12	T0935	20	T1100	16	T1265	16
T0775	12	T0940	18	T1105	14	T1270	15
T0780	12	T0945	16	T1110	16	T1275	15
T0785	12	T0950	17	T1115	19	T1280	15
T0790	19	T0955	15	T1120	17	T1285	15
T0795	65	T0960	17	T1125	20	T1290	18
T0800	63	T0965	16	T1130	15	T1295	16
T0805	71	T0970	16	T1135	15	T1300	18
T0810	76	T0975	150	T1140	17	T1305	18
T0815	82	T0980	144	T1145	22	T1310	29
T0820	89	T0985	140	T1150	15	T1315	23
T0825	89	T0990	37	T1155	16	T1320	14
T0830	86	T0995	48	T1160	17	T1325	16
T0835	81	T1000	38	T1165	14	T1330	54
T0840	80	T1005	26	T1170	15	T1335	24
T0845	78	T1010	38	T1175	16	T1340	17

Figure VII-10.--Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
T1345	85	T1405	46	T1470	22	T1535	113
T1350	21	T1410	40	T1475	22	T1540	49
T1355	90	T1415	48	T1480	22	T1545	17
T1360	6	T1420	74	T1485	22	T1450	17
T1365	2	T1425	22	T1490	22	T1555	0
T1370	16	T1430	22	T1495	22	T1560	286
T1375	94	T1435	52	T1500	22	T1565	24
T1380	44	T1440	60	T1510	22	T1570	22
T1385	22	T1445	21	T1515	22	T1575	26
T1390	25	T1450	41	T1520	169	T1580	16
T1395	27	T1455	42	T1525	16	T1585	63
T1400	47	T1465	22	T1530	25	T1590	23

Number of Indian school teacher records edited = 598

Figure VII-11.--Counts of changes made to the Student Records Questionnaire (SASS-5) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
K100	403	K300	207	K455	276	K610	742
K105	870	K305	207	K460	276	K615	598
K115	1146	K310	207	K465	276	K620	201
K125	886	K315	214	K470	277	K625	183
K135	851	K320	220	K475	263	K630	196
K140	831	K325	193	K480	259	K635	176
K145	1213	K330	167	K485	262	K640	191
K155	828	K335	431	K490	257	K645	176
K165	791	K340	402	K495	258	K650	176
K175	788	K345	400	K500	260	K655	176
K180	925	K350	419	K505	288	K660	176
K185	1206	K355	409	K510	351	K665	176
K195	849	K360	228	K515	639	K670	201
K205	798	K365	242	K520	279	K675	277
K215	794	K370	519	K525	272	K680	258
K220	110	K375	310	K530	266	K685	289
K225	386	K380	316	K535	270	K690	312
K230	248	K385	315	K540	272	K695	277
K235	194	K390	310	K545	269	K700	237
K240	217	K395	311	K550	268	K705	260
K245	255	K400	313	K555	268	K710	262
K250	348	K405	312	K560	268	K715	351
K255	475	K410	351	K565	269	K720	590
K260	539	K415	349	K570	269	K725	827
K265	187	K420	279	K575	268	K730	831
K270	207	K425	280	K580	267	K735	849
K275	207	K430	278	K585	266	K740	753
K280	207	K435	276	K590	267	K745	847
K285	207	K440	276	K595	267		
K290	207	K445	276	K600	110		
K295	208	K450	276	K605	195		

Number of student records edited = 7,295

Figure VII-12.--Counts of changes made to the Public School Library Media Center Questionnaire (LS-1A) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
M011	980	M052	542	M085	1251	M118	82
M012	798	M053	991	M086	1246	M119	145
M013	2327	M054	1507	M087	1261	M120	127
M014	2184	M055	838	M088	1267	M121	107
M015	2308	M056	930	M089	1294	M122	80
M016	2313	M057	980	M090	1251	M123	97
M017	188	M058	1392	M091	1273	M124	1537
M018	430	M059	1417	M092	1281	M125	3626
M019	2555	M060	1367	M093	1296	M126	234
M020	2808	M061	2128	M094	1263	M127	98
M021	2763	M062	1281	M095	1289	M128	85
M022	2807	M063	1330	M096	1257	M129	350
M023	2797	M064	2009	M097	1282	M130	72
M024	1145	M065	1081	M098	1252	M131	135
M025	548	M066	1141	M099	1273	M132	73
M026	1807	M067	1994	M100	102	M133	2953
M027	2543	M068	1473	M101	120	M134	3352
M028	2384	M069	498	M102	127	M135	1099
M029	2547	M070	523	M103	1333	M136	799
M030	2555	M071	393	M104	683	M137	1209
M031	669	M072	1222	M105	200	M138	2329
M040	1540	M073	1248	M106	283	M139	3002
M041	1427	M074	1229	M107	328	M140	3417
M042	494	M075	1255	M108	72	M141	188
M043	1561	M076	1243	M109	75	M142	78
M044	1426	M077	1262	M110	97	M143	93
M045	1851	M078	1224	M111	79	M144	501
M046	1903	M079	1248	M112	80	M145	116
M047	64	M080	1224	M113	97	M146	510
M048	436	M081	1247	M114	106	M147	2207
M049	337	M082	1224	M115	82	M148	249
M050	567	M083	1244	M116	81	M149	82
M051	851	M084	1226	M117	101	M150	201

Figure VII-12.--Counts of changes made to the Public School Library Media Center Questionnaire (LS-1A) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
M151	159	M155	503	M159	105	M163	134
M152	285	M156	108	M160	109	M164	99
M153	228	M157	113	M161	111	M165	125
M154	297	M158	111	M162	136		

Number of public school library media center records edited = 4,321

Figure VII-13.--Counts of changes made to the Private School Library Media Center Questionnaire (LS-1B) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
M011	214	M044	888	M077	134	M110	79
M012	689	M045	1004	M078	85	M111	72
M013	879	M046	1010	M079	101	M112	70
M014	853	M047	25	M080	78	M113	79
M015	880	M048	87	M081	97	M114	85
M016	882	M049	119	M082	80	M115	74
M017	261	M050	291	M083	102	M116	77
M018	343	M051	376	M084	85	M117	77
M019	701	M052	352	M085	111	M118	78
M020	868	M053	446	M086	80	M119	86
M021	799	M054	599	M087	98	M120	82
M022	871	M055	574	M088	212	M121	72
M023	848	M056	414	M089	229	M122	69
M024	218	M057	413	M090	82	M123	737
M025	123	M058	721	M091	97	M124	1384
M026	840	M059	589	M092	114	M125	1512
M027	916	M060	595	M093	132	M126	738
M028	871	M061	1083	M094	251	M127	85
M029	891	M062	544	M095	283	M128	68
M030	892	M063	570	M096	300	M129	170
M031	333	M064	1016	M097	319	M130	71
M032	13	M065	488	M098	179	M131	96
M033	189	M066	513	M099	194	M132	681
M034	756	M067	1051	M100	72	M133	1490
M035	787	M068	559	M101	99	M134	1418
M036	760	M069	264	M102	267	M135	859
M037	757	M070	232	M103	647	M136	868
M038	667	M071	172	M104	455	M137	920
M039	463	M072	78	M105	113	M138	1196
M040	485	M073	96	M106	160	M139	1310
M041	455	M074	81	M107	163	M140	1424
M042	259	M075	106	M108	65	M141	682
M043	479	M076	118	M109	70	M142	72

Figure VII-13.--Counts of changes made to the Private School Library Media Center Questionnaire (LS-1B) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
M143	81	M149	75	M155	245	M161	77
M144	227	M150	119	M156	85	M162	92
M145	901	M151	111	M157	75	M163	88
M146	966	M152	163	M158	74	M164	82
M147	1078	M153	138	M159	76	M165	88
M148	912	M154	149	M160	77		

Number of private school library media center records edited = 1,706

Figure VII-14.--Counts of changes made to the Indian School Library Media Center Questionnaire (LS-1C) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
M011	27	M052	30	M085	49	M118	4
M012	37	M053	30	M086	49	M119	5
M013	60	M054	37	M087	49	M120	6
M014	54	M055	35	M088	49	M121	4
M015	60	M056	31	M089	49	M122	3
M016	59	M057	28	M090	49	M123	3
M017	9	M058	47	M091	49	M124	42
M018	23	M059	38	M092	52	M125	111
M019	63	M060	34	M093	53	M126	10
M020	74	M061	63	M094	49	M127	4
M021	73	M062	37	M095	49	M128	5
M022	74	M063	36	M096	51	M129	10
M023	71	M064	67	M097	50	M130	4
M024	34	M065	35	M098	50	M131	10
M025	13	M066	32	M099	49	M132	6
M026	55	M067	65	M100	6	M133	99
M027	73	M068	31	M101	9	M134	100
M028	70	M069	17	M102	9	M135	33
M029	73	M070	10	M103	29	M136	35
M030	74	M071	11	M104	25	M137	35
M031	29	M072	49	M105	11	M138	50
M040	49	M073	51	M106	10	M139	83
M041	29	M074	50	M107	14	M140	99
M042	29	M075	50	M108	4	M141	9
M043	49	M076	49	M109	5	M142	7
M044	70	M077	51	M110	6	M143	4
M045	74	M078	49	M111	5	M144	22
M046	81	M079	50	M112	5	M145	4
M047	1	M080	50	M113	5	M146	17
M048	22	M081	49	M114	4	M147	103
M049	13	M082	50	M115	4	M148	10
M050	21	M083	49	M116	4	M149	5
M051	27	M084	49	M117	6	M150	5

Figure VII-14.--Counts of changes made to the Indian School Library Media Center Questionnaire (LS-1C) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
M151	5	M155	13	M159	3	M163	3
M152	8	M156	4	M160	3	M164	5
M153	7	M157	4	M161	3	M165	4
M154	10	M158	3	M162	3		

Number of Indian school library media center records edited = 134

Figure VII-15.--Counts of changes made to the Public School Library Media Specialist/Librarian Questionnaire (LS-2A) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
L011	255	L044	72	L077	1985	L110	60
L012	113	L045	169	L078	416	L111	57
L013	113	L046	286	L079	2762	L112	40
L014	92	L047	195	L080	679	L113	43
L015	760	L048	195	L081	51	L114	39
L016	99	L049	274	L082	44	L115	37
L017	137	L050	261	L083	40	L116	47
L018	110	L051	275	L084	55	L117	38
L019	33	L052	182	L085	98	L118	76
L020	174	L053	181	L086	118	L119	49
L021	399	L054	182	L087	616	L120	43
L022	545	L055	107	L088	296	L121	44
L023	133	L056	33	L089	488	L122	53
L024	441	L057	1320	L090	849	L123	77
L025	361	L058	1961	L091	914	L124	69
L026	34	L059	701	L092	1301	L125	49
L027	13	L060	1113	L093	1330	L126	53
L028	34	L061	1470	L094	1371	L127	55
L029	2700	L062	1536	L095	1353	L128	97
L030	2259	L063	1266	L096	1129	L129	44
L031	2243	L064	2925	L097	81	L130	46
L032	352	L065	2325	L098	708	L131	43
L033	28	L066	1529	L099	513	L132	46
L034	48	L067	587	L100	888	L133	45
L035	317	L068	907	L101	519	L134	59
L036	22	L069	1678	L102	593	L135	70
L037	53	L070	1166	L103	329	L136	43
L038	69	L071	1232	L104	208	L137	56
L039	156	L072	34	L105	1962	L138	84
L040	120	L073	44	L106	140	L139	53
L041	24	L074	548	L107	36	L140	61
L042	89	L075	187	L108	30	L141	58
L043	386	L076	189	L109	80	L142	481

Figure VII-15.--Counts of changes made to the Public School Library Media Specialist/Librarian Questionnaire (LS-2A) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
L143	87	L154	238	L166	2548	L178	113
L144	70	L155	289	L167	2510	L179	149
L145	175	L156	173	L168	2896	L180	117
L146	354	L157	195	L169	111	L181	98
L147	197	L158	337	L170	149	L182	2
L148	208	L159	393	L171	360	L183	1853
L149	196	L160	131	L172	890	L184	298
L150	216	L161	220	L174	99	L185	115
L151	191	L162	248	L175	292	L186	122
L152	210	L163	1042	L176	382		
L153	199	L165	86	L177	67		

Number of public school library media specialist/librarian records edited = 4,029

Figure VII-16.--Counts of changes made to the Private School Library Media Specialist/Librarian Questionnaire (LS-2B) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
L011	116	L045	69	L078	116	L111	31
L012	61	L046	97	L079	682	L112	22
L013	61	L047	73	L080	401	L113	24
L014	37	L048	76	L081	31	L114	22
L015	135	L049	92	L082	25	L115	22
L016	139	L050	91	L083	31	L116	28
L017	47	L051	93	L084	24	L117	24
L018	135	L052	76	L085	36	L118	43
L020	39	L053	75	L086	46	L119	23
L021	224	L054	75	L087	263	L120	22
L022	190	L055	49	L088	130	L121	25
L023	77	L056	12	L089	204	L122	26
L024	168	L057	236	L090	276	L123	43
L025	124	L058	444	L091	265	L124	31
L026	18	L059	92	L092	451	L125	27
L027	6	L060	213	L093	482	L126	30
L028	30	L061	343	L094	493	L127	28
L029	815	L062	425	L095	488	L128	55
L030	776	L063	361	L096	390	L129	22
L031	696	L064	604	L097	32	L130	31
L032	159	L065	439	L098	256	L131	23
L033	17	L066	362	L099	165	L132	27
L034	31	L067	169	L100	116	L133	28
L035	89	L068	152	L101	280	L134	84
L036	13	L079	331	L102	252	L135	32
L037	21	L070	219	L103	140	L136	25
L038	24	L071	276	L104	92	L137	57
L039	55	L072	15	L105	598	L138	51
L040	48	L073	27	L106	50	L139	27
L041	12	L074	243	L107	23	L140	33
L042	22	L075	61	L108	18	L141	28
L043	93	L076	206	L109	42	L142	250
L044	18	L077	83	L110	41	L143	71

Figure VII-16.--Counts of changes made to the Private School Library Media Specialist/Librarian Questionnaire (LS-2B) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
L144	62	L155	183	L166	494	L177	26
L145	100	L156	61	L167	544	L178	37
L146	144	L157	75	L168	741	L179	59
L147	87	L158	119	L169	131	L180	46
L148	99	L159	143	L170	354	L181	31
L149	95	L160	70	L171	87	L182	0
L150	103	L161	90	L172	366	L183	540
L151	87	L162	92	L173	292	L184	103
L152	93	L163	365	L174	69	L185	51
L153	90	L164	456	L175	253	L186	55
L154	101	L165	39	L176	185		

Number of private school library media specialist/librarian records edited = 1,226

Figure VII-17.–Counts of changes made to the Indian School Library Media Specialist/Librarian Questionnaire (LS-2C) variables in the computer edits

Variable	Number	Variable	Number	Variable	Number	Variable	Number
L011	13	L045	9	L078	11	L111	3
L012	4	L046	5	L079	44	L112	1
L013	6	L047	7	L080	41	L113	1
L014	0	L048	7	L081	2	L114	0
L015	20	L049	5	L082	0	L115	0
L016	1	L050	5	L083	2	L116	0
L017	2	L051	5	L084	1	L117	0
L018	7	L052	4	L085	5	L118	7
L020	3	L053	4	L086	2	L119	0
L021	23	L054	4	L087	11	L120	0
L022	18	L055	3	L088	10	L121	0
L023	9	L056	1	L089	17	L122	1
L024	17	L057	22	L090	23	L123	0
L025	12	L058	40	L091	14	L124	1
L026	3	L059	16	L092	30	L125	0
L027	1	L060	33	L093	32	L126	1
L028	4	L061	40	L094	31	L127	0
L029	95	L062	38	L095	32	L128	8
L030	75	L063	29	L096	28	L129	0
L031	59	L064	62	L097	2	L130	1
L032	15	L065	41	L098	40	L131	1
L033	1	L066	26	L099	33	L132	1
L034	2	L067	26	L100	28	L133	1
L035	13	L068	25	L101	16	L134	1
L036	3	L079	27	L102	26	L135	2
L037	3	L070	28	L103	9	L136	1
L038	3	L071	33	L104	5	L137	3
L039	5	L072	1	L105	38	L138	2
L040	5	L073	1	L106	2	L139	1
L041	2	L074	21	L107	0	L140	2
L042	5	L075	5	L108	0	L141	0
L043	8	L076	7	L109	2	L142	18
L044	3	L077	20	L110	0	L143	2

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Figure VII-17.--Counts of changes made to the Indian School Library Media Specialist/Librarian Questionnaire (LS-2C) variables in the computer edits, *continued*

Variable	Number	Variable	Number	Variable	Number	Variable	Number
L144	2	L155	3	L167	70	L179	3
L145	2	L156	2	L168	68	L180	0
L146	11	L157	1	L169	17	L181	0
L147	4	L158	12	L170	24	L182	0
L148	6	L159	13	L171	11	L183	64
L149	3	L160	3	L172	13	L184	9
L150	5	L161	3	L174	1	L185	1
L151	3	L162	4	L175	9	L186	2
L152	5	L163	21	L176	14		
L153	5	L165	1	L177	0		
L154	9	L166	58	L178	3		

Number of Indian school library media specialist/librarian records edited = 107

VIII. Imputation Procedures

VIII. Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from a related component of the Schools and Staffing Survey (for example, using data from a school record to impute missing values on the questionnaire for the LEA that operates the school), (3) extracting data from the sample file (information about the sample case from the Private School Survey or the Common Core of Data, collected in the 1991–92 school year), and (4) extracting data from the record for a sample case with similar characteristics (commonly known as the "hot deck" method for imputing for item nonresponse).[12]

For some incomplete items, the entry from another part of the questionnaire, the sample file, or the data record for a similar sample case was directly imputed to complete the item; for others the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report whether a school offered remedial reading in item 22a of the public school questionnaire, the response (Yes or No) for a similar school was imputed to item 22a of the incomplete record. However, if a respondent had answered "Yes" to item 22a but had not reported the number of students in the program, the ratio of number of students in remedial reading to total enrollment for a similar school was used with the enrollment at the school for which item 22a was incomplete to impute an entry to item 22a (i.e., SCHOOL A item 22a = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item 22a to SCHOOL B ENROLLMENT).

The procedures described above were carried by computer processing. However, for a few items there were cases where entries were clerically imputed. The data record, sample file record and, in some cases, the questionnaire were reviewed and an entry consistent with the information from those sources was imputed. This procedure was used when (1) there was no suitable record to use as a donor, (2) the computer method produced an imputed entry that was outside the acceptable range for the item, or (3) there were very few cases where an item was unanswered (usually less than ten).

Values were imputed to items with missing data within records classified as interviews (ISR=1). Noninterview adjustment factors were used during the weighting process to compensate for data that were missing because the sample case was a noninterview (ISR=2).

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[12] Kalton, G. and Kasprzyk, D. (1982), "Imputing for Missing Survey Responses," *Proceedings of the Section on Survey Research Methods*, American Statistical Association, 22-31; Kalton, G. *Compensating for Missing Survey Data*. Ann Arbor: Survey Research Center, University of Michigan, 1983; Kalton, G. and Kasprzyk, D. (1986). "The Treatment of Missing Survey Data," *Survey Methodology*, Vol. 12, No.1, pp. 1-16; Little, R. J. A. and Rubin, D. B. (1987), *Statistical Analysis with Missing Data*, John Wiley and Sons; Madow, W. G., Olkin, I., and Rubin, D. B. (eds.) 1983, *Incomplete Data in Sample Surveys*, Vols. 1, 2, and 3, New York, Academic Press.

A. Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A)

Data were imputed in the three stages described below. Figure VIII-1 shows the percentage of entries for each item that were imputed in each stage; items not listed in Figure VIII-1 were not imputed.

1. First Stage Imputation for TDS

In the first stage, TDS questionnaire items with missing values were filled whenever possible by using information about the LEA from the following sources:

a. *Other questionnaire items on the LEA's SASS-1A record* - Based on entries from related questionnaire items, assumptions were made about how the respondent should have answered items with missing values. For example, if teachers were not reported by grade level in item 10 and item 5 indicated that all students in the LEA were ungraded (i.e., not assigned to grades 1, 2, etc.), the assumption was made that the teachers were also ungraded and the total count of teachers was imputed to part a (Ungraded) of item 10. Items where entries may have been imputed by using data from other SASS-1A items are listed in Figure VIII-2.

b. *For one-school LEAs, the SASS-3A record for that school*
If the LEA with missing data operated only one school and information for that school was collected in the 1993–94 SASS, entries from the school record were used to fill items with missing values on the LEA record whenever possible. For example, if a one-school LEA did not report students by grade level in item 5 and counts of students by grade level were reported on the SASS-3A for the school, those counts were imputed to item 5 of the LEA record. The SASS-1A items shown in Figure VIII-3 were imputed with school data when available.

c. *The LEA's sample file record, which included data from the 1991 Common Core of Data (CCD)* - For a few cases, CCD data from the sample file were used to impute entries to items 5 and 22. If item 5 (students by grade level) was incomplete and could not be completed by using school information, data from the sample file were used to impute lowest and highest grade levels in the LEA. If item 22a was not answered and the CCD data indicated that the LEA did not provide prekindergarten programs, code 1, "No programs for prekindergarten-age children," was imputed to item 22a.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 7 (students by race) did not equal the LEA's total enrollment in item 6, the item 7 entries were adjusted to be consistent with item 6.

For those where the sum of the entries in item 17 (teachers by race) was not consistent with the count of teachers in item 10, the entries in item 17 were adjusted. For example, if the sum of the students reported by the racial categories in item 7 were greater than the LEA's total enrollment reported in item 6, the assumption was made that the distribution of students across the categories was correct, and the counts in item 7 were adjusted to fit the total reported in item 6 (i.e., each entry in item 7 was multiplied by the ratio of the LEA's enrollment to the sum of the entries in item 7).

2. Second Stage Imputation for TDS

In general, the second stage of imputation filled unanswered items by using data from the record for a similar LEA, i.e., an LEA that was the same level, of similar size, with a similar percentage of minority students, etc. Variables which describe certain characteristics of the LEAs (e.g., enrollment size, instructional level, and percent minority students) were created and used to sort the records and to match incomplete records to those with complete entries (donors). The imputation variables are defined in Figure VIII-4.

During the second stage of imputation, items on the LEA questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item. For example, LEVEL was the most important variable for matching incomplete records and donors to fill item 5 (students by grade level) but LEVEL was not used to match LEAs to impute item 25 (choice programs).

Figure VIII-5 shows the groups of items, the matching variables for each group, and the order of collapse for the matching variables. The items are listed in the order in which they were imputed.

The SASS-1A records were sorted so that records for similar LEAs were near each other on the file. Before the second stage of imputation for items 5, 8, 10, 11, 13, 14, 19, 20, 21, 22, 26, 27, 29, 31, 32, 33, the LEA records were sorted by GROUP / STATE / LEVEL / MSC91 / D0255. For items 7, 9, 12, 15, 16, 17, 18, 23, 24, 25, 28, 30, 34, 35, 36, 37, 38, 39, 40, 41, 42, the records were sorted by GROUP / STATE / MSC91 / D0255. D0255 is the LEA's total enrollment for kindergarten through twelfth grade.

For some items, such as item 8 (number of days in school year), data were directly copied to the record with the missing value. For others, such as item 23b (students in Chapter 1 programs), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 23b (number of students in Chapter 1 programs) were unanswered for LEA#1, the percent of students in Chapter 1 on the donor record would have been used with the total enrollment in LEA#1 to calculate and impute the number of Chapter 1 students in LEA#1.

3. Clerical Imputation for TDS

For less than ten cases, one or more entries were clerically imputed to item 17. For one or two cases, entries were clerically imputed to items 36b, 37b, 38b, and/or 38c.

B. School Principal Questionnaires (SASS-2A, SASS-2B, and SASS-2C)

Data were imputed in the three stages described below. Figures VIII-6 through VIII-8 show the percentage of entries for each data item that were imputed in each stage; items not listed in Figures VIII-6 through VIII-8 were not imputed.

1. First Stage Imputation for Principals

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (e.g., not answering means "No" or "None"). Values were imputed to the following items during the first stage: 5a, 5c, 5d, 5f, 7a, 8a, 8c, 9a, 10a, 10d, 11, 12, 13, 14b, 16, 19, 21, 25.

Also during the first stage, imputation variables were created from questionnaire data or copied from the matching school record. These variables were used during the second stage of imputation.

2. Second Stage Imputation for Principals

The second stage imputation variables for the SASS-2A/2B hot deck imputations are defined in Figure VIII-9. The sort orderings for the principal records are described below.

a. *Public school principals (SASS-2A)* - There were two sorts for the public school principal records. The records were sorted by STATE / NLEVEL / EDUEXP / YEARPRIN / AGE for items 5–21. For items 22–29, the records were sorted by STATE / NLEVEL / URB / YRPRINSC / ENR. The sort variables and the matching variables are defined in Figure VIII-9. The matching variables' order of collapse for items imputed in the second stage are given in Figures VIII-10 and VIII-11.

b. *Private school principals (SASS-2B)* - There were two sorts for the private school principal records. The records were sorted by AFFLG / AFFILS / NLEVEL / EDUEXP / YEARPRIN / AGE for items 5–21. For items 22–29, the records were sorted by AFFLG / AFFILS / NLEVEL / URB / YRPRINSC / ENR. The sort variables and the matching variables are defined in Figure VIII-9. The matching variables' order of collapse for items imputed in the second stage are given in Figures VIII-12 and VIII-13.

c. *Indian school[13] principals (SASS-2C)* - Because there were only 148 completed records[14] (interviews) for Indian school principals and the item response rates were very high for all items, imputation was done clerically. The computer records were sorted by BIA status (whether school was operated by the Bureau of Indian Affairs), state, and size so that records for principals of similar schools were close together. The actual questionnaires were also reviewed for notes and other entries which were useful in deciding the entries to be imputed. If an item could not be filled by using information on the questionnaire, entries from the record for the principal of a similar school were used.

3. Clerical Imputation for Public and Private School Principals

If item 6b (location of college where principal received bachelor's degree) was unanswered, the entry was clerically imputed by using the name of the college reported in item 6a. For most cases where the principal did not answer item 27 (gender), his/her name was used to impute the entry; if the name was missing or ambiguous, a donor was used. Item 30 (year of birth) was imputed clerically by using year of bachelor's degree and years of work experience.

C. Public School Questionnaire (SASS-3A)

Data were imputed in the three stages described below. Figure VIII-14 shows the percentage of entries for each data item that were imputed in each stage; items not listed in Figure VIII-14 were not imputed.

1. First Stage Imputation for Public Schools

In the first stage, public school questionnaire items with missing values were filled whenever possible by using information about the school from these sources:

a. *Other questionnaire items on the school's SASS-3A record* - Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if the type of school was not reported in item 14 and item 22 indicated that 90 percent or more of the school's students participated in programs for students with disabilities, code 4, "Special Education," was imputed to item 14. Figure VIII-15 shows the items that were completed by using entries from other SASS-3A items.

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[13] Within this chapter, "Indian school" refers to schools selected to receive the SASS-3C school questionnaire; i.e., schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (LEA). These schools may be operated by the BIA, a tribe, or a private contractor.

[14] This number is less than the number of Indian school records reported in section E of this chapter because some principals refused to complete the principal questionnaire.

b. *The Library Survey* - If items related to the school's library or librarian were unanswered and the school participated in the SASS Library Survey, information from the Library Survey questionnaires (LS-1A, LS-2A) was used whenever possible. For example, if the number of full-time librarians was not reported in item 17e but was reported on the Library Media Center Questionnaire (LS-1A) for the school's library, the count of full-time librarians was copied from the LS-1A to item 17e of the school record. These items were completed by using Library Survey data: 16e, 16h, 17e, 17h, 23.

c. *The SASS-2A record for the school's principal* - If the number of principals was not reported in items 16 and 17 and the Public School Principal Questionnaire (SASS-2A) indicated that the school did not have a principal, zero was imputed for the number of full-time and part-time principals in items 16 and 17.

d. *The SASS-1A record for the LEA that operated the school*
If the school's LEA participated in SASS, information from the LEA's SASS-1A record was used to complete some unanswered items on the school record. For example, if the school did not report in item 26 whether or not it offered prekindergarten programs, but the LEA record indicated there were no prekindergarten programs offered by the LEA, code 1, "No programs for prekindergarten-age children," was imputed to item 26 of the school record. For schools in one-school LEAs, more data were extracted from the district record to impute values to the school record. Public School Questionnaire (SASS-3A) items that were imputed by using data from the Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A) records are shown in Figure VIII-16.

e. *The school's sample file record, which included data from the 1991 Common Core of Data (CCD)* - If unanswered items could not be completed by using information from other items on the school record, the Library Survey, the Principal Questionnaire, or the Teacher Demand and Shortage record for the school's LEA, CCD data on the school's sample file record was used. For example, if counts of students by racial categories were not reported in item 9 and counts from the 1991 CCD were available on the sample file record, the proportions of students reported in the categories on the sample file were used to allocate the school's enrollment to the categories in item 9. These items were filled by using the CCD data in the sample file: 7, 9, 14, 25, 26.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 9 (students by race) did not equal the enrollment reported in item 8, the item 9 entries were adjusted to be consistent with item 8. For those where the number of teachers reported in item 18 (teachers by race) was not consistent with the number reported in items 16g and 17g, the entries in item 18 were adjusted. For example, if the sum of the students reported by the racial categories in item 9 were greater than the school's total enrollment reported in item 8, the assumption was made that the proportions assigned to the categories were correct and the counts in item 9 were adjusted to fit the total reported in item 8; i.e., each entry in item 9 was multiplied by the ratio of the enrollment reported in item 8 to the sum of the entries in item 9.

2. Second Stage Imputation for Public Schools

In the second stage of imputation, SASS-3A items with missing values were filled by using data from the record for a similar school, i.e., a school that was the same level, type, etc. Variables that describe certain characteristics of the school (e.g., type of community where school is located, type of school, and instructional level) were created and used to sort the records and to match incomplete records to those with complete data (donors). These variables are described in Figure VIII-17.

During the second stage of imputation, items on the public school questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item. For example, TYPE was used for matching incomplete records and donors to fill item 22 (school programs and services) but was not used for item 11 (number of absent students).

Figure VIII-18 shows the groups of items, the matching variables for each group and the order of collapse for the matching variables. Items are listed in the order in which they were imputed.

The SASS-3A records were sorted so that records for similar schools were near each other on the file. Before the second stage of imputation for items 7, 10, 12, 13, 16, 17, 22, 25, 23, 26, 29, 30, 33, the records were sorted by STATE / LEVEL / TYPE / DSTCNY / S0255. For items 9, 11, 15, 18, 19, 20, 21, 24, 27, 28, 31, 32, the records were sorted by STATE / LEVEL / MINEN / URB / DSTCNY / S0255. DSTCNY was a sample file code that identified the state and county where the school is located. S0255 is the school's total enrollment.

The records for schools within each state were treated as a separate data set, and the donor schools and the recipient schools had to be within the same state.

For some items, such as item 32 (whether school had an alcohol or drug abuse counseling program), data were copied from the donor to the record with the missing value. For others, such as item 19 (number of absent teachers), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 19 were unanswered for school#1, the percent of teachers who were absent on the donor record would have been used with the total teacher count for school#1 to calculate and impute the number of absent teachers for school#1.

3. Clerical Imputation for Public Schools

These items were clerically imputed for some public school records: 10, 11, 16d-k, 17, 18, 21, 22, 27b, 28c, 28d, 30b, 30c.

D. Private School Questionnaire (SASS-3B)

Because the 1993–94 school year was a survey year for both SASS and the Private School Survey (PSS), the SASS Private School Questionnaire was modified to include all the PSS questions, so that private schools selected for SASS would not be asked to fill two school questionnaires. Items 6–8, 11–14, 16, 17, 20, 23, 38, and 44 (the PSS items within the SASS-3B records) were processed with the PSS records for private schools that were not selected for SASS. Therefore, the imputation for the SASS-3B data was done in six stages — stage 1, stage 2 and clerical imputation for PSS items; stage 1, stage 2 and clerical imputation for non-PSS items.

In general, the procedures used for imputing PSS items and those for the rest of the SASS-3B items were the same. Figure VIII-19 shows the percentage of entries for each data item that were imputed in each stage; items not listed in Figure VIII-19 were not imputed.

1. First Stage Imputation for Private Schools

In the first stage of imputation, values for missing items were imputed whenever possible by using information about the school from these sources:

a. *The 1991–92 Private School Survey* - If any of the PSS items (items 6–8, 11–14, 16, 17, 20, 23, 38, 44) on the SASS-3B record were unanswered, data from the 1991–92 PSS were used to fill the items with missing values whenever possible. For example, if the school's religious affiliation was not reported in item 13c and it had been reported on the 1991–92 PSS questionnaire, the PSS entry was copied to item 13c of the SASS-3B record.

b. *Other questionnaire items on the school's SASS-3B record* - Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if the number of part-time professional support services staff was not reported in item 21g and item 34 indicated that the school did not provide any diagnostic or prescriptive services, medical services, or programs for students with disabilities, the assumption was made that the school had no part-time professional support services staff and zero was imputed to item 21g. Figure VIII-20 shows the items that were completed by using entries from other SASS-3B items.

c. *The Library Survey* - If items related to the school's library or librarian were unanswered and the school participated in the SASS Library Survey, information from the Library Survey questionnaires (LS-1B and LS-2B) was used whenever possible. For example, if the number of full-time librarians was not reported in item 22f but was reported on the Library Media Center Questionnaire (LS-1B) for the school's library, the count of full-time librarians was copied from the LS-1B to item 22f of the school record. These items were completed by using Library Survey data: 21f, 21h, 22f, 22h, 35.

d. *The SASS-2B record for the school's principal* - If the number of principals was not reported in item 21 and 22 and the Private School Principal Questionnaire (SASS-2B) indicated that the school did not have a principal, zero was imputed for the number of full-time and part-time principals in items 21 and 22.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the number of students reported in item 8 (students by race) did not equal the enrollment reported in item 7, the item 8 entries were adjusted to be consistent with item 7. For those where the number of teachers reported in item 24 (teachers by race) did not equal the number reported in item 23, the entries in item 24 were adjusted. For example, if the sum of the teachers reported by the racial categories in item 24 were greater than the total number of teachers reported in item 23, the assumption was made that the proportions assigned to the categories in item 24 were correct and the counts in item 24 were adjusted to fit the total reported in item 23, i.e., each entry in item 24 was multiplied by the ratio of the teacher count reported in item 23 to the sum of the entries in item 24.

2. Second Stage Imputation for Private Schools

In the second stage of imputation, SASS-3B items with missing values were filled by using data from the records for similar schools, i.e., schools that were the same level, type, size, etc. As noted previously, items 6–8, 11–14, 16, 17, 20, 23, 38, and 44 were imputed during the PSS processing. Therefore, for these items, the imputed entries could have come from private schools not selected for SASS, as well as those that participated in SASS. For non-PSS items, entries were imputed by using data from other SASS private schools.

Variables that describe certain characteristics of the schools (e.g., religious affiliation, size, and instructional level) were created and used to sort the records and to match incomplete records to those with complete data (donors). These variables are defined in Figure VIII-21.

During the second stage of imputation for both PSS and SASS, questionnaire items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, type of community (URB) was used for matching incomplete records and donors to fill item 10 (students by racial categories) but was not used for item 12 (length of school day).

Figures VIII-22a and VIII-22b show the groups of items, the matching variables for each group and the order of collapse for the matching variables. Items are listed in the order in which they were imputed.

The private school records were sorted as follows:

a. *PSS Items* - The PSS school records (those selected for SASS and those that were not) were sorted so that records for similar schools were near each other on the file.

(1) For PSS items 7, 9, 12, 13, 16, and 17 (SASS items 6, 44, 23, and 38), the records were sorted by LEVEL / AFFLG / AFFILS / TYPE.

(2) For PSS items 11, 18, 19, and 20 (SASS items 11, 13, 14, and 20), the records were sorted by AFFLG / AFFILS / AFFILR / TYPE / URB / REGION / STATE.

(3) For PSS item 10 (SASS item 8), they were sorted by AFFLG / AFFILS / URB / REGION.

(4) For PSS item 14 (SASS item 16), they were sorted by AFFILS / UNGRADE / STATE / P180 (school's enrollment).

b. *Non-PSS Items* - The records for private schools that participated in SASS were also sorted so that records for similar schools were near each other on the file.

(1) For items 9, 18, 19, 27, 41–43, 45–51, 15, 21, 22, 31, 32, and 34, the SASS-3B records were sorted by AFFLG / LEVEL / AFFILS / TYPE / AFFILR / URB / S0255 (school's enrollment).

(2) For items 10, 29, 35, 37, 24, 33, 36, 39, 40, 25, 29, 30, and 52–57, the records were sorted by AFFLG / LEVEL / AFFILS / URB / MINEN / S0255 (school's enrollment).

3. Clerical Imputation for Private Schools

These items were clerically imputed on a few private school records: 8, 11, 13c, 16b, 22a, 24, 25, 26b–d, 33b, 33d(1), 34f, 50, 51.

E. Indian School Questionnaire (SASS-3C)

Because there were only 152 completed records (interviews) for Indian schools and the item response rates were very high for all items, imputation was done clerically. The computer records were sorted by BIA status (whether school was operated by the Bureau of Indian Affairs), state, and size so that records for similar schools were close together. The questionnaires were reviewed for notes and other entries which were useful in deciding the entries to be imputed. If an item could not be filled by using information on the questionnaire, entries from the record for a similar school were used. Figure VIII-23 shows the percentage of entries for each data item that were imputed by each method (using other SASS-3C information or using a donor); items not listed in Figure VIII-23 were not imputed.

F. Teacher Questionnaires (SASS-4A, SASS-4B, and SASS-4C)

Data were imputed in the three stages described below. Figures VIII-24 through VIII-26 show the percentage of entries for each questionnaire item that were imputed in each stage; items not listed in Figures VIII-24 through VIII-26 were not imputed.

1. First Stage Imputation for Teachers

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (i.e., not answering a question implies a "No" response).

Values were imputed to the following items during the first stage if enough information was available: 3c, 6, 9, 10, 13, 14, 15, 16b, 17, 18, 19, 20, 21b, 24b, 27, 28, 29, 42b, 51, 56, 57a, 63a.

Also, during the first stage, imputation variables were created from questionnaire data or copied from the matching school record. These variables (SASS-4A/4B/4C imputation variables) were used during the second stage of imputation. They are given in Figure VIII-27.

2. Second Stage Imputation for Teachers

During the second stage, a hot deck method of imputation was used to fill items that still had missing values. The variables listed in Figure VIII-27 were used to sort the teacher records and to match incomplete records to records with complete data (donors). The sort orderings are provided below. Items on the teacher questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item.

Items 15c, 17c, 18c, 19c, 20d, 25a, 39, 40a were all imputed during the internal imputations. Items 1, 5, 21a, 22a, 36 were required items for all responding teachers and, therefore, did not require imputation.

The teacher records were sorted as follows:

a. *Public school teachers (SASS-4A)* - The records were sorted by STGROUP / STATE / TEALEVEL / GRADELEV / URB / TEAFIELD / ENROLMNT. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-28. Items are listed in the order in which they were imputed.

b. *Private school teachers (SASS-4B)* - The records were sorted by AFFLG / AFFILS / TEALEVEL / GRADELEV / URB / TEAFIELD / ENROLMNT. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-29. Items are listed in the order in which they were imputed.

c. *Indian school teachers (SASS-4C)* - The records were sorted by BIAOP / TEALEVEL / GRADELEV / TEAFIELD / ENROLMNT. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-30. Items are listed in the order in which they were imputed.

3. Clerical Imputation for Teachers

The following items were clerically imputed for some teacher records: Items 2, 3, 4, 8, 10a, 11c, 11d, 20c, 23, 25c, 26b, 31d, 31e, 38, 41, 42, 43a, 49b, 50b, 51, parts of item 53, 57b, 61b, 62b.

G. Student Records Questionnaire (SASS-5)

Data were imputed in the three stages described below. Figures VIII-31 through VIII-33 show the percentage of entries for each data item that were imputed in each stage.

1. First Stage Imputation for Students

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (e.g., not answering means "No" or "None"). Values were imputed to the following items during the first stage if enough information was available: 5, 7, 11, 13, 24, 25, 27.

Also during the first stage, imputation variables were created from questionnaire data or copied from the matching school record. These variables were used during the second stage of imputation.

2. Second Stage Imputation for Students

The second stage imputation variables for the SASS-5 hot deck imputations are defined in Figure VIII-34. The sort orderings for the student records are described below.

a. *Public school students*- The records for public school students were sorted by STATE / INDPER / TYPE / GRLEVEL / NLEVEL. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-35.

b. *Private school students*- The records for private school students were sorted by AFFLG / INDPER / TYPE / GRLEVEL / NLEVEL. The matching variables and their order of collapse are given in Figure VIII-36.

c. *Indian school students*- The records for Indian school students were sorted by GROUP / GRLEVEL. The matching variables and their order of collapse are given in Figure VIII-37.

3. Clerical Imputation for Students

These items were clerically imputed for all cases where they had missing values: 4 (gender), 19b (grade in which student was retained), 21 (math course), 22 (science courses). For a few cases, entries were clerically imputed to items 5, 7b–e, 8b, 26, and 27.

H. Library Media Center Questionnaires (LS-1A, LS-1B, LS-1C)

Data were imputed to items with missing values in the three stages described below. Figures VIII-38 through VIII-40 show the percentage of entries for each item that were imputed in each stage; items not listed in Figures VIII-38 through VIII-40 were not imputed.

1. First Stage Imputation for Library Media Centers

In the first stage, items with missing values were completed whenever possible by using information about the school library from the following sources:

a. *Other questionnaire items on the library record* - Based on entries from related items on the library record, some assumptions were made about how the respondent probably should have answered items with missing values. For example, if item 1a (number of certified library media specialists) were unanswered and item 2 indicated that none of the library's staff had a bachelor's or higher degree, the assumption was made that the library had no certified library media specialists and zero was imputed to item 1a. Items which were completed by using data from other Library Media Center Questionnaire (LS-1A/1B/1C) entries are listed in Figure VIII-41.

b. *The matching Library Media Specialist/Librarian Questionnaire (LS-2A/2B/2C)* - If items related to professional staff were unanswered on the library record, information from the matching librarian questionnaire was used to complete the items whenever possible. For example, if item 2 (degrees earned by professional staff) were unanswered, the library had only one professional staff member, and the LS-2 indicated the he/she had a master's degree, then "1" was imputed to part c of item 2 and zero was imputed to parts a, b, and d. Items 1a, 1b, 2, and 3 were imputed by using information from the LS-2.

c. *The matching SASS School Questionnaire (SASS-3A/3B/3C)* - For a few items with missing values, data from the matching school record were used to impute the entries. For example, if item 1a was unanswered and entries on the school record indicated that the school did not have a librarian, zero was imputed to item 1a of the library record. These Library Media Center Questionnaire (LS-1) items were completed with data from the matching SASS school record: Items 1a, 1b, and 1d (LS-1B only).

2. Second Stage Imputation for Library Media Centers

In general, the second stage of imputation filled unanswered items by using data from the record for a library of a similar school, i.e., a school that was the same level, of similar size, located in same type of community, etc. Variables that described certain characteristics of the schools (e.g., enrollment size and instructional level) were copied from the matching school record. In addition, a variable that categorizes the size of the library was created by using the number of books held at the end of the 1992–93 school year (recorded in item 5 of the Library Media Center Questionnaire). These school variables and the library variable were used to sort the library records and to match incomplete records to those with complete entries (donors).

For some items, such as item 8 (respondent's assessment of quality of library's collection), data were directly copied to the record with the missing value. For others, however, such as item 25 (number of students who used library in a week), entries on the donor record were used as factors along with other information on the incomplete record to fill the items with missing values. For example, if the number of subscriptions acquired were reported in item 5 for Library#1 but the number held was not, the donor's ratio of subscriptions held to subscriptions acquired was used with the number of subscriptions acquired by Library#1 to impute the number held by Library#1.

The library records were sorted as follows:

a. *Public school library media centers (LS-1A)* - The variables used to sort the LS-1A records and to match incomplete records with donors are defined in Figure VIII-42.

The LS-1A records were sorted so that records for libraries of similar schools were near each other on the file. They were sorted in this order: STATE / ENR / LEVEL / URB / M051. M051 was the number of books held in the library at the end of the 1992–93 school year.

Figure VIII-43 shows the variables that were used to match incomplete records and donors for each LS-1A item imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-43.

b. *Private school library media centers (LS-1B)* - The variables used to sort the LS-1B records and to match incomplete records with donors are defined in Figure VIII-44.

The LS-1B records were sorted so that records for libraries of similar schools were near each other on the file. They were sorted in this order: AFFLG / ENR / LEVEL / URB / M051. M051 was the number of books held in the library at the end of the 1992–93 school year.

Figure VIII-45 shows the variables used to match incomplete records and donors for each LS-1B item imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-45.

c. *Indian school library media centers (LS-1C)* - Because there were only 127 completed records[15] (interviews) for Indian school libraries and the item response rates were high for most items, the second stage of imputation was done clerically. Other than the use of a variable that indicated whether the school was operated by BIA (BIAOP), the methodology was the same as that used to impute items on the LS-1A and LS-1B files, which were imputed by computer. For records where items had missing values, similar records (libraries for schools of same BIA type, similar size, level, etc.) were selected as donors. The variables used to clerically match incomplete records and donors were STATE, ENR, LEVEL, and BKCLSZ, which are defined in Figure VIII-42, and BIAOP, which is defined in Figure VIII-27.

3. Clerical Imputation for Public and Private School Library Media Centers

These items were clerically imputed for some cases with missing values: 1, 2, 3, 4, 5, 6, 7, and 25.

I. Library Media Specialist/Librarian Questionnaires (LS-2A, LS-2B, LS-2C)

Data were imputed to items with missing values in the three stages described below. Figures VIII-46 through VIII-48 show the percentage of entries for each item that were imputed in each stage; items not listed in Figures VIII-46 through VIII-48 were not imputed.

1. First Stage Imputation for Librarians

In the first stage, items with missing values were completed whenever possible by using information about the school librarian from these sources:

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[15] This number is less than the number of Indian school (SASS-3C) records because some Indian schools refused to complete the library questionnaire and some did not have libraries.

a. *Other questionnaire items on the librarian record* - Based on entries from related items on the librarian record, some assumptions were made about how the respondent should have answered items with missing values. For example, if the respondent did not report whether he/she was certified (in item 17a) and item 12 indicated that he/she did not have a bachelor's degree, the assumption was made that the respondent was not a certified library media specialist and "No" was imputed to item 17a. Items which were completed by using data from other LS-2A/2B/2C entries are listed in Figure VIII-49.

b. *The matching Library Media Center Questionnaire (LS-1A/1B/1C)* - If items related to educational background were unanswered on the librarian record, information from the matching library questionnaire was used to complete the items whenever possible. For example, if item 12a (whether respondent has bachelor's degree) were unanswered and the LS-1 indicated that all professional staff had a bachelor's degree or higher, "Yes" was imputed to item 12a of the librarian record. Items 12a, 13a, 14, and 17 were imputed by using information from the LS-1.

2. Second Stage Imputation for Librarians

In general, the second stage of imputation filled unanswered items by using data from the record for a librarian at a similar school, i.e., a school that was the same level, of similar size, located in same type of community, etc. Variables that described certain characteristics of the schools (e.g., enrollment size and instructional level) were copied from the matching school record. In addition, variables that described some characteristics of the librarian (e.g., age and highest degree earned) were created from the LS-2 data. These school and librarian variables were used to sort the librarian records and to match incomplete records to those with complete entries (donors).

For some items, such as item 21 (respondent's attitudes about work), data were directly copied to the record with the missing value. For others, however, such as item 11 (number of years that respondent had worked as a school librarian), entries on the donor record were used as factors along with other information on the incomplete record to fill the items with missing values. For example, if item 11 were unanswered for Librarian #1, the donor's ratio of years worked to number of years since first job as school librarian began would have been used with the number of years since Librarian#1 began his/her first job as a school librarian.

The librarian records were sorted as follows:

a. *Public school librarians (LS-2A)* - The variables used to sort the LS-2A records and to match incomplete records with donors are defined in Figure VIII-50.

The LS-2A records were sorted so that records for librarians at similar schools were near each other on the file. They were sorted in this order: STATE /

LEVEL / ENR / URB / LEANUMBR / L180. LEANUMBR was a code that identified the school district for which the respondent worked and L180 was the respondent's year of birth.

Figure VIII-51 shows the variables that were used to match incomplete records and donors for each LS-2A item that was imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-51.

b. *Private school librarians (LS-2B)* - The variables used to sort the LS-2B records and to match incomplete records with donors are defined in Figure VIII-52.

The LS-2B records were sorted so that records for librarians at similar schools were near each other on the file. They were sorted in this order: AFFLG / LEVEL / ENR / URB / L180. L180 was the respondent's year of birth.

Figure VIII-53 shows the variables that were used to match incomplete records and donors for each LS-2B item that was imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-53.

c. *Indian school[16] librarians (LS-2C)* - Because there were only 98 complete records[17] (interviews) for Indian school librarians and the item response rates were high for most items, the second stage of imputation was done clerically. Other than the use of a variable that indicated whether the school was operated by BIA (BIAOP), the methodology was the same as that used to impute items on the LS-2A file, which was imputed by computer. For records where items had missing values, similar records (librarians of similar age and educational background who worked at schools of same BIA type, similar size, level, etc.) were selected as donors. The variables used to clerically match incomplete records and donors were STATE, ENR, LEVEL, BKCLSZ, AGE, HIGHDEG, and FUL-PART which are defined in Figure VIII-50, and BIAOP, which is defined in Figure VIII-27.

3. Clerical Imputation for Public and Private School Librarians

These items were clerically imputed for some cases with missing values: 10a, 14, 18, 26, 28.

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[16] Within this chapter, "Indian school" refers to schools selected to receive the SASS-3C school questionnaire, i.e., schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (LEA). These schools may be operated by the BIA, a tribe, or a private contractor.

[17] This number is less than the number of Indian school (SASS-3C) records because some Indian school librarians refused to complete the librarian questionnaire and some schools did not have librarians.

J. Imputation Flags

Entries imputed to the SASS records are identified by flags that denote the stage or type of imputation: 1 = ratio adjustment to original entry; 2 = other stage 1 imputation (use of other questionnaire data, sample file, etc.); 3 = stage 2 imputation (use of donor); 4 = clerical imputation; 0 = not imputed.

The variable names for these flags consist of F_ (F *underscore*) and the variable name for the data entry. For example, the flag for variable S0470 on the public school file would be named F_S0470.

Figure VIII-1.--Percent of Teacher Demand and Shortage (SASS-1A) entries imputed in each stage[1]

Item[2]	Stage 1 - Ratio adjustment (Percent)	Stage 1 - Other procedures (Percent)	Stage 2 (Percent)	Clerical (Percent)
5a	0	0.4	0.2	0
5b	0	0.3	0.7	0
5c	0	0.3	0.7	0
5d	0	0.3	0.7	0
5e	0	0.3	0.7	0
5f	0	0.3	0.7	0
5g	0	0.3	0.7	0
5h	0	0.3	0.7	0
5i	0	0.3	0.7	0
5j	0	0.3	0.7	0
5k	0	0.3	0.6	0
5l	0	0.3	0.6	0
5m	0	0.3	0.6	0
5n	0	0.3	0.6	0
6	0	0	0	0
7a	22.1	0.3	2.1	0
7b	25.0	0.4	2.3	0
7c	26.6	0.5	2.4	0
7d	26.6	0.5	2.3	0
7e	29.6	0.6	2.9	0
8	0	0	0.8	0
9	0	0	2.0	0
10a	0	5.3	0.3	0
10b	0	0.1	5.7	0
10c	0	0.2	5.8	0
10d	0	0	0	0
11	0	5.0	0	0
12	0	0	2.3	0
13a	0	0	1.0	0
13b	0	0	1.4	0
14	0	0	1.4	0
15a	0	0	0.8	0
15b	0	0	1.4	0
15c	0	0	1.1	0
16	0	0	1.1	0
17a	5.1	0.1	4.8	0.1
17b	5.1	0.1	4.9	0.1
17c	5.1	0.1	5.0	0.1
17d	5.2	0.1	5.1	0.2
17e	10.7	0.1	6.1	0.1
18a	0	0	5.0	0
18b	0	0	5.0	0
18c	0	0	5.0	0
18d	0	0	5.0	0
18e	0	0	5.0	0
18f	0	0	5.0	0
18g	0	0	5.0	0
18h	0	0	5.0	0
18i	0	0	5.0	0
19	0	0.1	0.8	0

Figure VIII-1.--Percent of Teacher Demand and Shortage (SASS-1A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 - Ratio adjustment (Percent)	Stage 1 - Other procedures (Percent)	Stage 2 (Percent)	Clerical (Percent)
20a	0	0	1.0	0
20b	0	0	1.0	0
21	0	0	0.9	0
22a	0	0.9	1.0	0
22b	0	0.1	5.0	0
22c	0	0.1	2.5	0
23a	0	0.3	1.0	0
23b (PK)	0	0.1	0.1	0
23b (K-12)	0	0.7	10.9	0
23c (teachers)	0	0.6	5.3	0
23c (aides)	0	0.8	9.4	0
24a	0	0.2	0.8	0
24b	0	0.5	0.9	0
24c (PK)	0	1.2	14.0	0
24c (K-12)	0	0.8	8.5	0
24d (PK)	0	1.3	15.6	0
24d (K-12)	0	0.6	6.3	0
25a	0	0	0.9	0
25b (magnet)	0	0	9.7	0
25b (any school in LEA)	0	0	11.8	0
25b (schools in other LEAs)	0	0	9.5	0
25b (students from other LEAs)	0	0	6.7	0
25b (None)	0	0	3.2	0
26a	0	0.1	0	0
26b(1)	0	0.1	1.9	0
26b(2)	0	0.2	2.1	0
26b(3)	0	1.9	2.1	0
26b(4)	0	0.5	2.1	0
26b(5)	0	0.3	2.1	0
26b(6)	0	2.1	2.1	0
26c	0	0	1.5	0
26c (years)	0	0	33.3	0
27a	0	0.1	1.2	0
27b	0	0.4	1.3	0
27b (hours)	0	0.5	2.4	0
28a	0	0	0.7	0
28b	0	0	0.7	0
28c	0	0	0.8	0
28d	0	0	1.2	0
29	0	0	1.1	0
30	0	0	1.1	0
30 (type)	0	0	2.5	0
31	0	0	0.3	0
32a	0	0	1.7	0
32b	0	0	2.5	0
32c	0	0	8.0	0
32d	0	0	3.9	0
32e	0	0	2.4	0
33 (lowest)	0	0	4.9	0
33 (highest)	0	0	7.0	0

Figure VIII-1.--Percent of Teacher Demand and Shortage (SASS-1A) entries imputed in each stage,[1] *continued*

Item[2]	**Stage 1 - Ratio adjustment** (Percent)	**Stage 1 - Other procedures** (Percent)	**Stage 2** (Percent)	**Clerical** (Percent)
34	0	0	0.2	0
35a	0	0	13.3	0
35b	0	0	13.3	0
36a	0	0	13.3	0
36b	0	0	13.0	0.1
37a	0	0	0.6	0
37b	0	0	1.5	0.2
38a	0	0	0.4	0
38b	0	0	6.3	0.2
38c	0	0	2.8	0.2
39a	0	0	0.8	0
39b	0	0	1.1	0
40	0	0	1.6	0
41a	0	0	0.6	0
41b	0	0	3.1	0
42	0	0	0	0

[1] The procedures used in each stage of imputation for the Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A) are described in section A of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-2.–Teacher Demand and Shortage Questionnaire (SASS-1A) items[1] imputed by using other data on record

Imputed item	Source items
10	5
23	22, 24
24	22, 23
26	5

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-3.–Teacher Demand and Shortage Questionnaire (SASS-1A) items imputed by using School data from the SASS-3A record

TDS items[1] (SASS-1A)	School Items[1] (SASS-3A)
5 a-n	7 a-n
7	9
15a	20a (if value = 2)
17	18
19	16e & 17e
22	26
23	27
24	28

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-4.--Teacher Demand and Shortage Questionnaire (SASS-1A) imputation variables

Variable name	Description	Values
ENR	Number of students by categories	1 = None 2 = 1-999 students 3 = 1,000-9,999 4 = 10,000-990,000 5 = Unknown
GROUP[1]	Groups of states with similar LEAs	1 = Connecticut, Rhode Island 2 = Delaware, District of Columbia, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon
LEVEL	Instructional levels in LEA	1 = Elementary only 2 = Combined, more elementary students than secondary 3 = Combined, comparable elementary and secondary student counts (or all students are ungraded) 4 = Combined, more secondary students than elementary 5 = Secondary only
MSC91	Type of community where LEA is located	1 = Large central city of an SMSA 2 = Medium city of an SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in an SMSA 6 = Small town, not in an SMSA 7 = Rural 8 = Unknown
MINEN	Percent minority enrollment code	1 = Less than 5.5% are of minority race or ethnic origin 2 = 5.5% - 20.4% 3 = 20.5% - 50.4% 4 = Unknown 5 = 50.5% or more

[1] The variable GROUP was created because the District of Columbia and some sates (e.g., Hawaii and Delaware) have few LEAs; combining states made more LEA records available as donor sources.

Figure VIII-5.--Teacher Demand and Shortage Questionnaire (SASS-1A) matching variables and collapse order

Items[1]	Matching variables	Order of collapse
5	GROUP, LEVEL, ENR	ENR
10	GROUP, LEVEL, ENR	ENR, LEVEL
19, 20, 21	GROUP, LEVEL, ENR	LEVEL
8	STATE, LEVEL, MSC91	LEVEL
11, 14, 26, 27	STATE, LEVEL, MSC91	MSC91, LEVEL
29, 31, 32, 33	STATE, LEVEL, MSC91	LEVEL, MSC91
13	GROUP, LEVEL, MSC91	MSC91, LEVEL
22	GROUP, LEVEL, MSC91	MSC91
7	GROUP, MINEN, MSC91	MINEN, MSC91
17, 23, 24, 25	GROUP, MINEN, MSC91	MSC91, MINEN
30	STATE, LEVEL, MSC91	LEVEL
9, 16, 18, 34, 35, 36, 37, 38, 39, 40, 41, 42	STATE, MSC91, ENR	ENR, MSC91
12, 15, 28	GROUP, MSC91, ENR	ENR, MSC91

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-6.--Percent of Public School Principal (SASS-2A) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
5a	0.1	0	0
5b	0	0.7	0
5c	1.0	0	0
5d	2.6	0	0
5e	0	3.2	0
5f	4.9	0	0
5g	0	0.8	0
6a	0	0	0
6b	0	0	0.1
7a	3.6	0	0
7b	0	16.0	0
7c	0	8.3	0
8a	0.1	0	0
8b	0	0.4	0
8c	0.9	0	0
9a	3.4	0	0
9b	0	4.9	0
9c	0	3.5	0
10a	2.7	0	0
10b (Associate degree)	0	1.0	0
10c (Associate degree)	0	8.3	0
10d (Associate degree)	6.7	0.9	0
10b (Education specialist)	0	1.0	0
10c (Education specialist)	0	2.4	0
10d (Education specialist)	7.4	1.0	0
10b (Ph.D.)	0	1.0	0
10c (Ph.D.)	0	2.2	0
10d (Ph.D.)	3.7	1.1	0
11a	0.4	1.0	0
11b	1.9	0.8	0
12	11.4	0.2	0
13	0.1	0.3	0
14a	0	0.1	0
14b(1)	30.0	0.3	0
14b(1) (years)	0	1.4	0
14b(2)	31.0	0.3	0
14b(2) (years)	0	1.2	0
14b(3)	11.0	0.3	0
14b(3) (years)	0	0.8	0
14b(4)	30.7	0.3	0
14b(4) (years)	0	1.2	0
14b(5)	33.8	0.3	0
14b(5) (years)	0	2.2	0
14b(6)	21.0	0.3	0
14b(6) (years)	0	1.7	0
14b(7)	25.9	0.3	0
14b(7) (years)	0	1.9	0
14b(8)	34.7	0.3	0
14b(8) (years)	0	4.6	0
15a	0	0.4	0
15b	0	1.3	0
16	0.2	0	0

Figure VIII-6.–Percent of Public School Principal (SASS-2A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
17a	0	0	0
17b	0	0.8	0
18a	0	3.9	0
18b	0	1.1	0
19a	0	0.6	0
19b	0	1.3	0
19b (breaks)	2.2	1.1	0
19c	0	2.6	0
19d	1.6	7.5	0
20	0	0.7	0
21a	0.2	4.9	0
21b	0.2	4.2	0
21c	1.5	12.6	0
22a	0	4.0	0
22b	0	0.7	0
23	0	0.4	0
24a	0	0.7	0
24b	0	0.6	0
24c	0	0.8	0
24d	0	0.8	0
24e	0	0.6	0
24f	0	0.7	0
24g	0	0.6	0
24h	0	0.6	0
24i	0	0.7	0
24j	0	0.7	0
24k	0	0.6	0
24l	0	0.7	0
24m	0	0.6	0
24n	0	0.6	0
24o	0	0.7	0
24p	0	1.0	0
24q	0	0.6	0
24r	0	3.2	0
24s	0	0.6	0
24t	0	0.8	0
24u	0	0.6	0
24v	0	0.8	0
24w	0	0.7	0
24x	0	0.6	0
25a(1)	0.4	0.4	0
25a(2)	0.3	0.4	0
25a(3)	0.3	0.4	0
25a(4)	0.2	0.4	0
25a(5)	0.2	0.4	0
25a(6)	1.8	0.4	0
25a(7)	0.6	0.4	0
25a(8)	0.4	0.4	0
25b(1)	0.4	0.4	0
25b(2)	0.5	0.4	0
25b(3)	0.4	0.4	0
25b(4)	0.1	0.4	
25b(5)	0.3	0.4	
25b(6)	0.4	0.4	

Figure VIII-6.–Percent of Public School Principal (SASS-2A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
25c(1)	0.5	0.5	0
25c(2)	0.5	0.5	0
25c(3)	0.2	0.5	0
25c(4)	0.1	0.5	0
25c(5)	0.1	0.5	0
25c(6)	0.4	0.5	0
25d(1)	0.6	0.5	0
25d(2)	0.5	0.5	0
25d(3)	0.4	0.5	0
25d(4)	0.2	0.5	0
25d(5)	0.2	0.5	0
25d(6)	0.5	0.5	0
25d(7)	0.4	0.5	0
25e(1)	0.6	0.6	0
25e(2)	0.3	0.6	0
25e(3)	0.4	0.6	0
25e(4)	0.1	0.6	0
25e(5)	0.1	0.6	0
25e(6)	0.5	0.6	0
25f(1)	0.4	0.5	0
25f(2)	0.4	0.5	0
25f(3)	0.3	0.5	0
25f(4)	0.1	0.5	0
25f(5)	0.4	0.5	0
25f(6)	0.4	0.5	0
26 (first)	0	1.3	0
26 (second)	0	1.3	0
26 (third)	0	1.8	0
27	0	0.2	1.6
28a	0	1.8	0
28b	0	7.0	0
29	0	6.6	0
30	0	0	1.4

[1] The procedures used in each stage of imputation for the Public School Principal Questionnaire (SASS-2A) are described in section B of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-7.--Percent of Private School Principal (SASS-2B) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
5a	0	0	0
5b	0	0.6	0
5c	1.2	0	0
5d	2.5	0	0
5e	0	2.5	0
5f	6.3	0	0
5g	0	0.7	0
6a	0	0	0
6b	0	0	0.2
7a	4.2	0	0
7b	0	19.8	0
7c	0	3.7	0
8a	0.6	0	0
8b	0	0.3	0
8c	1.2	0	0
9a	3.3	0	0
9b	0	5.7	0
9c	0	3.3	0
10a	4.0	0	0
10b (Associate degree)	0	2.0	0
10c (Associate degree)	0	7.0	0
10d (Associate degree)	3.9	1.6	0
10b (Education specialist)	0	2.0	0
10c (Education specialist)	0	2.4	0
10d (Education specialist)	6.8	1.7	0
10b (Ph.D.)	0	2.0	0
10c (Ph.D.)	0	2.9	0
10d (Ph.D.)	5.4	2.2	0
11a	1.0	1.1	0
11b	1.4	1.0	0
12	5.2	0.2	0
13	0.1	0.1	0
14a	0	0.3	0
14b(1)	25.3	0.3	0
14b(1) (years)	0	1.2	0
14b(2)	27.5	0.4	0
14b(2) (years)	0	2.1	0
14b(3)	13.4	0.5	0
14b(3) (years)	0	1.1	0
14b(4)	26.9	0.5	0
14b(4) (years)	0	2.6	0
14b(5)	29.8	0.5	0
14b(5) (years)	0	8.3	0
14b(6)	21.8	0.5	0
14b(6) (years)	0	3.6	0
14b(7)	24.1	0.5	0
14b(7) (years)	0	2.7	0
14b(8)	27.6	0.5	0
14b(8) (years)	0	5.7	0
15	0	0.9	0
16	0.4	0	0
17a	0	0	0
17b	0	1.6	0

Figure VIII-7.--Percent of Private School Principal (SASS-2B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
18a	0	4.7	0
18b	0	2.0	0
19a	0	1.0	0
19b	0	1.0	0
19b (breaks)	0	9.4	0
19c	0	4.0	0
19d	2.7	7.4	0
20	0	1.6	0
21a	1.0	25.1	0
21b	0.6	3.4	0
21c	0.5	35.1	0
22a	0	8.4	0
22b	0	1.6	0
23	0	1.0	0
24a	0	0.8	0
24b	0	0.7	0
24c	0	0.8	0
24d	0	0.8	0
24e	0	0.7	0
24f	0	1.0	0
24g	0	0.8	0
24h	0	0.8	0
24i	0	0.8	0
24j	0	0.8	0
24k	0	0.7	0
24l	0	0.8	0
24m	0	0.9	0
24n	0	0.8	0
24o	0	0.8	0
24p	0	0.9	0
24q	0	1.0	0
24r	0	2.3	0
24s	0	0.9	0
24t	0	0.9	0
24u	0	0.8	0
24v	0	0.9	0
24w	0	0.8	0
24x	0	0.7	0
25a(1)	1.2	0.7	0
25a(2)	0.3	0.7	0
25a(3)	0.2	0.7	0
25a(4)	6.6	0.7	0
25a(5)	4.9	0.7	0
25a(6)	1.5	0.7	0
25b(1)	1.2	0.7	0
25b(2)	0.2	0.7	0
25b(3)	1.1	0.7	0
25b(4)	1.7	0.7	0
25c(1)	1.4	0.9	0
25c(2)	0.2	0.9	0
25c(3)	0.2	0.9	0
25c(4)	1.4	0.9	0

Figure VIII-7.--Percent of Private School Principal (SASS-2B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
25d(1)	1.0	0.8	0
25d(2)	0.3	0.8	0
25d(3)	0.8	0.8	0
25d(4)	3.7	0.8	0
25d(5)	1.6	0.8	0
25e(1)	1.4	1.2	0
25e(2)	0.2	1.2	0
25e(3)	0.3	1.2	0
25e(4)	1.9	1.2	0
25f(1)	1.2	0.8	0
25f(2)	0.2	0.8	0
25f(3)	0.9	0.8	0
25f(4)	1.7	0.8	0
26 (first)	0	1.7	0
26 (second)	0	1.9	0
26 (third)	0	2.5	0
27	0	0.1	1.1
28a	0	1.4	0
28b	0	45.5	0
29	0	7.0	0
30	0	0	1.7

[1] The procedures used in each stage of imputation for the Private School Principal Questionnaire (SASS-2B) are described in section B of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-8.--Percent of Indian School Principal (SASS-2C) entries imputed by each method[1]

Item[2]	Using other SASS-2C entries (Percent)	Using a donor (Percent)	Other (Percent)
5a	0	0	0
5b	1.4	0	0
5c	3.4	0	0
5d	6.1	0	0
5e	0	0	0
5f	4.7	0	0
5g	1.1	0	0
6a	0	0	0
6b	0	0	0.7
7a	2.7	0	0
7b	0	0	0
7c	0	0	0
8a	0.7	0	0
8b	1.5	0	0
8c	1.5	0.7	0
9a	4.4	0	0
9b	4.3	0	0
9c	0	0	0
10a	1.4	0.7	0
10b (Associate degree)	4.7	0	0
10c (Associate degree)	0	0	0
10d (Associate degree)	8.3	0	0
10b (Education specialist)	2.3	0	0
10c (Education specialist)	3.2	0	0
10d (Education specialist)	3.2	3.2	0
10b (Ph.D.)	2.3	0	0
10c (Ph.D.)	0	0	0
10d (Ph.D.)	0	0	0
11a	2.0	0	0
11b	1.4	0	0
12	9.5	0	0
13	0	0	0
14a	0	0	0
14b(1)	21.1	0	0
14b(1) (years)	2.0	0	0
14b(2)	21.1	0	0
14b(2) (years)	2.3	0	0
14b(3)	15.6	0	0
14b(3) (years)	4.0	0	0
14b(4)	21.1	0	0
14b(4) (years)	0	0	0
14b(5)	24.8	0	0
14b(5) (years)	0	0	0
14b(6)	15.6	0	0
14b(6) (years)	0	0	0
14b(7)	20.2	0	0
14b(7) (years)	0	0	0
14b(8)	28.4	0	0
14b(8) (years)	10.3	2.6	0
15a	0	0	0
15b	1.4	0	0
16	0	0	0

Figure VIII-8.--Percent of Indian School Principal (SASS-2C) entries imputed by each method,[1] *continued*

Item[2]	Using other SASS-2C entries (Percent)	Using a donor (Percent)	Other (Percent)
17a	0	0	0
17b	0	0	0
18a	1.1	2.3	0
18b	0	2.3	0
19a	2.0	0	0
19b	0	0	0
19b (breaks)	18.2	0	0
19c	2.0	0	0
19d	11.8	3.9	0
20	0.7	0	0
21a	5.4	8.8	0
21b	3.4	2.0	0
21c	3.7	18.3	2.4
22a	0.7	1.4	0
22b	0.7	0	0
23	0.7	0	0
24a	1.4	0	0
24b	0.7	0	0
24c	0.7	0	0
24d	0.7	0	0
24e	0.7	0	0
24f	1.4	0	0
24g	0.7	0	0
24h	0.7	0	0
24i	0.7	0	0
24j	1.4	0	0
24k	0.7	0	0
24l	0.7	0	0
24m	1.4	0	0
24n	0.7	0.7	0
24o	0.7	0	0
24p	0.7	0	0
24q	1.4	1.4	0
24r	2.0	0.7	0
24s	0.7	0	0
24t	0.7	0.7	0
24u	0.7	0	0
24v	1.4	0	0
24w	0.7	0	0
24x	0.7	0	0
25a(1)	0.7	0.7	0
25a(2)	0.7	0.7	0
25a(3)	0	0.7	0
25a(4)	0	0.7	0
25a(5)	0	0.7	0
25a(6)	6.8	0.7	0
25a(7)	2.0	0.7	0
25a(8)	0	0.7	0
25b(1)	0	0.7	0
25b(2)	2.0	0.7	0
25b(3)	0	0.7	0
25b(4)	0	0.7	0
25b(5)	0	0.7	0
25b(6)	0	0.7	0

Figure VIII-8.--Percent of Indian School Principal (SASS-2C) entries imputed by each method,[1] *continued*

Item[2]	Using other SASS-2C entries (Percent)	Using a donor (Percent)	Other (Percent)
25c(1)	0	0.7	0
25c(2)	2.0	0.7	0
25c(3)	0	0.7	0
25c(4)	0	0.7	0
25c(5)	0.7	0.7	0
25c(6)	1.4	0.7	0
25d(1)	0	0.7	0
25d(2)	2.7	0.7	0
25d(3)	0	0.7	0
25d(4)	0	0.7	0
25d(5)	0	0.7	0
25d(6)	1.4	0.7	0
25d(7)	0	0.7	0
25e(1)	0	0.7	0
25e(2)	2.0	0.7	0
25e(3)	0	0.7	0
25e(4)	0	0.7	0
25e(5)	0	0.7	0
25e(6)	0.7	0.7	0
25f(1)	0	0.7	0
25f(2)	2.0	0.7	0
25f(3)	0	0.7	0
25f(4)	0	1.4	0
25f(5)	0	0.7	0
25f(6)	0	0.7	0
26 (first)	0	0.7	0
26 (second)	0.7	0.7	0
26 (third)	1.4	1.4	0
27	2.0	0	0
28a	2.0	2.0	0
28b	0	1.4	0
29	1.4	4.7	0
30	0	0	0

[1] The procedures used in each method of imputation for the Indian School Principal Questionnaire (SASS-2C) are described in section B of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-9.--School Principal Questionnaire (SASS-2A/2B) imputation variables

Variable name	Description	Values
NLEVEL	Instructional level of school	1 = Elementary 2 = Combined, more elementary than secondary 3 = Combined, comparable elementary and secondary student counts (or all students are ungraded) 4 = Combined, more secondary than elementary 5 = Secondary
URB	Type of community where school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
AFFILS (SASS-2B only)	School's religious affiliation and/or association membership	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation or orientation not included in categories 1-5 7 = Religious schools, unknown affiliation/association 8 = Secular school - regular program 9 = Secular school - special program, vocational or alternative 10 = Secular school - special education 11 = Secular school - unknown program 12 = Unknown
AFFLG (SASS-2B only)	General affiliation code	1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unknown
ANNSAL (SASS-2B only)	Private school principal's annual salary	1 = 0-$12,999 2 = $13,000-$17,999 3 = $18,000-$21,999 4 = $22,000-$28,999 5 = $29,000-$32,999 6 = $33,000 or more 7 = Unknown
ANNSAL (SASS-2A only)	Public school principal's annual salary	1 = 0-$35,299 2 = $35,300-$38,599 3 = $38,600-$41,999 4 = $42,000-$46,999 5 = $47,000-$53,799 6 = $53,800 or more 7 = Unknown
AGE	Age of respondent	1 = 21-29 years old 2 = 30-45 3 = 45-60 4 = 61-90 5 = Unknown
YRPRINSC	Years as principal of this school	1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31-70

Figure VIII-9.--School Principal Questionnaire (SASS-2A/2B) imputation variables, *continued*

Variable name	Description	Values
EDUEXP	Work experience in education	1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31 or more years
EDUYRS	Number of years in education	Sum of years reported in items 11a, 14b(3)(years), 14b(4)(years), 14b(5)(years), 17a, and 17b
YEARPRIN	Years as principal in all schools	1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31 years or more

Figure VIII-10.--Public School Principal (SASS-2A) matching variables and collapse order

Items[1]	Matching variables	Order of collapse
5b, 5e, 5g, 10c (Associate)	NLEVEL, AGE	AGE, NLEVEL
7b, 8b, 9b, 10c (Ed. Specialist & Doctorate), 11	NLEVEL, EDUEXP, AGE	AGE, EDUEXP, NLEVEL
7c, 9c	NLEVEL, AGE, YEARPRIN	YEARPRIN, AGE, NLEVEL
10b, 14	NLEVEL, AGE, EDUEXP	EDUEXP, AGE, NLEVEL
17	NLEVEL, YEARPRIN, AGE	AGE, YEARPRIN, NLEVEL
12	NLEVEL, EDUEXP	EDUEXP, NLEVEL
13, 15, 20	NLEVEL, YEARPRIN, EDUEXP	EDUEXP, YEARPRIN, NLEVEL
18	NLEVEL, YEARPRIN	YEARPRIN, NLEVEL
19	EDUEXP, YEARPRIN, NLEVEL	NLEVEL, YEARPRIN, EDUEXP
21	NLEVEL, AGE, YEARPRIN, EDUEXP	EDUEXP, YEARPRIN, AGE, NLEVEL

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-11.--Public School Principal (SASS-2A) matching variables and collapse order

Items[1]	Matching variables	Order of collapse
22 (A495 & A500)	NLEVEL, URB, YRPRINSC, AGE	AGE, YRPRINSC, URB, NLEVEL
22 (A500 only)	NLEVEL, URB, ANNSAL	ANNSAL, URB, NLEVEL
23, 24, 25, 26	NLEVEL, URB, YRPRINSC	YRPRINSC, URB, NLEVEL
28, 29	NLEVEL, URB	URB, NLEVEL

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-12.--Private School Principal (SASS-2B) matching variables and collapse order

Items[1]	Matching variables	Order of collapse
5b, 5e, 5g, 10c (Associate)	AFFILS, NLEVEL, AGE	AGE, NLEVEL, AFFILS
7b, 8b, 9b, 10c (Ed. Specialist & Doctorate), 11	AFFILS, NLEVEL, EDUEXP, AGE	AGE, EDUEXP, NLEVEL, AFFILS
7c, 9c	AFFILS, NLEVEL, AGE, YEARPRIN	YEARPRIN, AGE, NLEVEL, AFFILS
10b, 14	AFFILS, NLEVEL, AGE, EDUEXP	EDUEXP, AGE, NLEVEL, AFFILS
17	AFFILS, NLEVEL, YEARPRIN, AGE	AGE, YEARPRIN, NLEVEL, AFFILS
12	AFFILS, NLEVEL, EDUEXP	EDUEXP, NLEVEL, AFFILS
13, 15, 20	AFFILS, NLEVEL, YEARPRIN, EDUEXP	EDUEXP, YEARPRIN, NLEVEL, AFFILS
18	AFFILS, NLEVEL, YEARPRIN	YEARPRIN, NLEVEL, AFFILS
19	AFFILS, EDUEXP, YEARPRIN, NLEVEL	NLEVEL, YEARPRIN, EDUEXP, AFFILS
21	NLEVEL, AGE, YEARPRIN, EDUEXP	EDUEXP, YEARPRIN, AGE, NLEVEL

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-13.--Private School Principal (SASS-2B) matching variables and collapse order

Items[1]	Matching Variables	Order of Collapse
22 (A495 & A500)	AFFILS, NLEVEL, YRPRINSC, AGE	AGE, YRPRINSC, NLEVEL, AFFILS
22 (A500 only)	AFFILS, NLEVEL, URB, ANNSAL	ANNSAL, URB, NLEVEL, AFFILS
23, 24, 25, 26	AFFILS, NLEVEL, URB, YRPRINSC	YRPRINSC, URB, NLEVEL, AFFILS
28, 29	AFFILS, NLEVEL, URB	URB, NLEVEL, AFFILS

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-14.--Percent of Public School (SASS-3A) entries imputed in each stage[1]

Item[2]	Stage 1 - Ratio adjustment (Percent)	Stage 1 - Other procedures (Percent)	Stage 2 (Percent)	Clerical (Percent)
7a	0	1.2	0	0
7b	0	1.1	0	0
7c	0	1.1	0	0
7d	0	1.1	0	0
7e	0	1.1	0	0
7f	0	1.1	0	0
7g	0	1.1	0	0
7h	0	1.0	0	0
7i	0	1.1	0	0
7j	0	1.1	0	0
7k	0	1.2	0	0
7l	0	1.1	0	0
7m	0	1.1	0	0
7n	0	1.1	0	0
9a	12.4	0.9	2.6	0
9b	16.5	0.9	3.0	0
9c	18.3	0.9	3.2	0
9d	19.0	0.8	3.2	0
9e	21.7	1.3	3.5	0
10	0	0	7.3	0.5
11	0	0	13.9	0.4
12	0	0	1.6	0
13a	0	0.1	0.2	0
13b	0	0	6.4	0
13c	0	0	6.4	0
14	0	0.3	0	0
15	0	0.9	0	0
16a	0	2.6	0.4	0
16b	0	3.0	0.2	0
16c	0	3.8	0.5	0
16d	0	1.5	0.1	0.2
16e	0	1.5	0.1	0.2
16f	0	10.4	0.6	0.1
16g	0	2.5	0	0.2
16h	0	4.8	0.2	0.1
16i	0	4.1	2.5	0.7
16j	0	5.9	0.4	0.1
16k	0	3.8	2.2	0.1
17a	0	0	0.5	0.1
17b	0	1.5	0.4	0.1
17c	0	3.6	0	0
17d	0	1.0	0.4	0.2
17e	0	1.3	0.3	0.2
17f	0	4.9	2.1	0.1
17g	0	1.0	0	0.7
17h	0	2.8	0.3	0.1
17i	0	1.3	2.8	0.6
17j	0	0.1	0.7	0.3
17k	0	0.2	2.9	0.3
18a	3.0	3.2	2.1	0.2
18b	4.6	3.2	2.3	0
18c	8.1	3.1	2.3	0
18d	12.1	2.5	2.4	0.1
18e	26.9	1.1	1.4	0.3
19	0	0	3.6	0

Figure VIII-14.--Percent of Public School (SASS-3A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 - Ratio adjustment (Percent)	Stage 1 - Other procedures (Percent)	Stage 2 (Percent)	Clerical (Percent)
20a	0	0	0.5	0
20b	0	0	1.7	0
20c(1)	0	0	5.6	0
20c(2)	0	0	9.9	0
20c(3)	0	0	11.6	0
20c(4)	0	0	11.6	0
20c(5)	0	0	12.7	0
20c(6)	0	0	13.1	0
20c(7)	0	0	14.1	0
20c(8)	0	0	12.7	0
20c(9)	0	0	12.7	0
20c(10)	0	0	8.4	0
20c(11)	0	0	8.3	0
20c(12)	0	0	8.4	0
20c(13)	0	0	8.7	0
20c(14)	0	0	8.8	0
21a	0	0.1	0.7	0
21b	0	0.4	2.5	0.2
21c	0	0	2.6	0
21d(1)	0	2.6	2.2	0.1
21d(2)	0	0	8.1	0
21d(3)	0	5.8	1.8	0.1
21d(4)	0	0	10.4	0.1
21e	0	0	8.5	0.1
22a	0	0.4	1.3	0
22a (students)	0	0	10.6	0.5
22b	0	0	2.3	0
22b (students)	0	0	10.7	0.6
22c	0	0	1.6	0
22c (students)	0	0	8.6	0.4
22d	0	0	1.9	0
22d (students)	0	0	9.2	0.3
22e	0	0.6	0.6	0
22e (students)	0	0	11.9	0
22f	0	0	1.1	0
22f (students)	0	0	6.0	0.1
22g	0	0	1.4	0
22g (students)	0	0	7.0	0.3
22h	0	0	1.8	0
22i	0	0.2	1.3	0
23	0	0.1	0.1	0
24	0	0	4.2	0
25a	0	0.1	0	0
25b	0	0	1.6	0
25c	0	0	1.8	0
26a	0	1.4	0.4	0
26b	0	1.6	4.8	0
26c (any part)	0	12.6	4.4	0
27a	0	0.1	2.6	0
27b (PK)	0	0.1	0.2	0
27b (K-12)	0	0.8	15.5	0.6
27c (teachers)	0	0	6.9	0
27c (aides)	0	0.6	13.3	0

Figure VIII-14.–Percent of Public School (SASS-3A) entries imputed in each stage,[1] *continued*

Item[2]	**Stage 1 - Ratio adjustment** (Percent)	**Stage 1 - Other procedures** (Percent)	**Stage 2** (Percent)	**Clerical** (Percent)
28a	0	0.1	1.8	0
28b	0	2.6	0.8	0
28c (PK)	0	6.4	3.1	0
28c (K-12)	0	10.6	5.1	0.4
28d (PK)	0	6.7	3.5	0
28d (K-12)	0	0.4	11.6	0.4
29a	0	0	0	0
29b	0	0	3.7	0
29c	0	0	4.0	0
30a	0	2.1	0	0
30b	0	0.2	5.2	0.1
30c	0	0	4.4	0.1
30d	0	0	12.7	0
31a	0	0	1.2	0
31b	0	0	2.3	0
31c	0	0	2.0	0
32	0	0	3.2	0
33a	0	0	1.5	0
33b	0	0	2.1	0
33c	0	0	4.3	0

[1] The procedures used in each stage of imputation for the Public School Questionnaire (SASS-3A) are described in section C of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-15.--Public School Questionnaire (SASS-3A) items[1] imputed by using other data on record

Imputed item	Source items
7	14
13	14
14	22, 15
15	14
16	17, 22
17	16, 22
21	22
22	27, 16, 17
24	9
25	7
26	25
27	28, 26
28	27, 26
29	7
30	29

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-16.--Public School Questionnaire (SASS-3A) items imputed using LEA data

SASS-3A items[1]	LEA source items[1] (SASS-1A)
7	5[2]
9	7
16e & 17e	19
18	17
26	22
27	23
28	24

[1] The wording for these questionnaire items can be found in Appendix F.

[2] LEA data were used to impute item 7 of the school record only when the sample school was the only school operated by the LEA.

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Figure VIII-17.--Public School Questionnaire (SASS-3A) imputation variables

Variable name	Description	Values
LEVEL	Instructional level of school	1 = Elementary 2 = Combined or ungraded 3 = Secondary
TYPE	Type of school	1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Unknown
URB	Type of community where school is located	1 = Large central city of an SMSA 2 = Medium city of an SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in an SMSA 6 = Small town, not in an SMSA 7 = Rural 8 = Unknown
MINEN	Percent minority enrollment	1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown

Figure VIII-18.--Public School Questionnaire (SASS-3A) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
7, 12, 23, 25, 26, 29, 30, 33	STATE, LEVEL, TYPE	TYPE
10, 13, 16, 17, 22	STATE, TYPE, LEVEL	LEVEL, TYPE
11, 32	STATE, LEVEL, MINEN	MINEN
20, 31	STATE, LEVEL, MINEN	MINEN, LEVEL
27, 28	STATE, MINEN, LEVEL	LEVEL, MINEN
9, 18, 21	STATE, MINEN, URB	URB, MINEN
15, 24	STATE, MINEN, URB	URB
19	STATE, URB, MINEN	MINEN

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage[1]

Item[2]	Stage 1 - Ratio adjustment (Percent)	Stage 1 - Other procedures (Percent)	Stage 2 (Percent)	Clerical (Percent)
6a	0	1.3	0.2	0
6b	0	1.9	0.3	0
6c	0	1.9	0.3	0
6d	0	1.9	0.3	0
6e	0	1.9	0.3	0
6f	0	2.0	0.3	0
6g	0	2.0	0.4	0
6h	0	2.0	0.4	0
6i	0	2.1	0.3	0
6j	0	2.1	0.3	0
6k	0	1.9	0.3	0
6l	0	1.9	0.3	0
6m	0	1.9	0.3	0
6n	0	1.9	0.4	0
7	0	0.3	0	0
8a	0	17.1	5.6	0.2
8b	0.2	17.1	5.5	0.3
8c	0.1	17.1	5.5	0.2
8d	0.1	17.1	5.5	0.3
8e	0.2	17.1	5.5	0.3
9a	0	0	0.7	0
9b	0	0	11.2	0
10	0	0	0	0
11	0	2.0	0.2	0.1
12	0	1.1	0.3	0
13a	0	0.1	0	0
13b	0	6.0	0.6	0.1
13c	0	0.3	0.3	0.2
13d	0	2.3	0	0
14	0	0	0	0
15a	0	0	0.7	0
15b	0	0	7.9	0
15c	0	0	7.9	0
16a	0	0.7	0	0
16b	0	1.1	2.1	1.1
17	0	0.5	0	0
18a	0	0	0.4	0
18b	0	0	1.2	0
19a	0	0	0.2	0
19b	0	0	3.0	0
19c	0	0	3.4	0
20	0	2.5	0.2	0
21a	0	3.1	1.4	0
21b	0	3.1	0.9	0
21c	0	0.8	1.6	0
21d	0	3.4	2.3	0
21e	0	6.4	2.3	0
21f	0	5.0	1.0	0
21g	0	10.6	2.1	0
21h	0	9.1	1.5	0
21i	0	6.6	4.1	0
21j	0	7.5	2.6	0
21k	0	3.6	6.7	0

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 - Ratio adjustment (Percent)	Stage 1 - Other procedures (Percent)	Stage 2 (Percent)	Clerical (Percent)
22a	0	0.6	2.1	0.1
22b	0	4.4	2.6	0
22c	0	0.3	1.1	0
22d	0	3.4	1.3	0
22e	0	5.5	2.6	0
22f	0	4.1	0.6	0
22g	0	8.2	2.8	0
22h	0	8.3	1.5	0
22i	0	6.2	4.3	0
22j	0	1.2	3.4	0
22k	0	0.9	7.3	0
23 (any part)	0	4.5	1.0	0
24a	0.1	0.1	3.0	0.1
24b	0.7	0.2	3.1	0.1
24c	1.8	0.2	3.2	0.1
24d	1.2	0.1	3.2	0.1
24e	3.4	5.6	3.5	0.1
25	0	0	3.2	0.1
26a	0.2	8.0	0.4	0
26b	0.7	0.1	4.8	1.0
26c	0.9	3.8	5.0	1.2
26d	1.0	6.2	0.2	0.2
27a	0	0	8.3	0
27b	0	0	10.6	0
28a	0	0	4.2	0
28b	0	0	4.3	0
29a	0	0	3.4	0
29b	0	0	6.7	0
29c	0	0	8.6	0
30	0	0	3.9	0
31a	0	0	0.7	0
31b	0	0	11.7	0
31c(1)	0	0	14.6	0
31c(2)	0	0	25.7	0
31c(3)	0	0	24.9	0
31c(4)	0	0	24.2	0
31c(5)	0	0	25.5	0
31c(6)	0	0	26.3	0
31c(7)	0	0	28.9	0
31c(8)	0	0	25.2	0
31c(9)	0	0	26.8	0
31c(10)	0	0	24.2	0
31c(11)	0	0	24.4	0
31c(12)	0	0	24.4	0
31c(13)	0	0	24.3	0
31c(14)	0	0	24.3	0
32a	0	0	4.1	0
32b	0	0	2.6	0
32c	0	0	5.8	0
32d	0	0	4.2	0
32e	0	0	4.0	0
32f	0	0	4.8	0
32g	0	0	5.0	0
32h	0	0	5.3	0
32i	0	0	5.1	0
32j	0	0	5.3	0

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 - Ratio adjustment (Percent)	Stage 1 - Other procedures (Percent)	Stage 2 (Percent)	Clerical (Percent)
33a	0	0	1.0	0
33b	0	0.2	2.6	0.2
33c	0	0	3.0	0
33d(1)	0	2.0	1.1	0.2
33d(2)	0	0	6.1	0
33d(3)	0	4.3	0.2	0
33d(4)	0	0	7.6	0
33e	0	0	5.6	0
34a	0	0.2	2.3	0
34a (students)	0	0	11.9	0
34b	0	0	2.9	0
34b (students)	0	0	12.3	0
34c	0	0	2.3	0
34c (students)	0	0	10.8	0
34d	0	0	3.1	0
34d (students)	0	0	14.5	0
34e	0	0.4	1.0	0
34e (students)	0	0	9.2	0
34f	0	0	1.5	0
34f (students)	0	0	5.2	0.2
34g	0	0	1.6	0
34g (students)	0	0	6.5	0
34h	0	0	1.9	0
34i	0	1.4	0.7	0
35	0	0.6	0.2	0
36	0	3.2	0.3	0
37a	0	0.1	0	0
37b	0	0	1.6	0
37c	0	0	2.0	0
38a	0	2.6	0.7	0
38b	0	0	2.2	0
38c (any part)	0	6.0	1.9	0
39a	0	0.2	1.7	0
39b (PK)	0	0	0.2	0
39b (K-12)	0	0	10.8	0
39c (teachers)	0	0	6.7	0
39c (aides)	0	0	23.6	0
40a	0	0	1.8	0
40b	0	0.2	5.6	0
40c (PK)	0	0	10.7	0
40c (K-12)	0	0	21.7	0
40d (PK)	0	0	9.5	0
40d (K-12)	0	0	16.2	0
41a	0	0.1	0	0
41b	0	0	2.4	0
41c	0	0	2.1	0
42a	0	1.1	0	0
42b(1)	0	0.2	3.2	0
42b(2)	0	0.2	3.4	0
42b(3)	0	0.9	3.4	0
42b(4)	0	0.5	3.4	0
42b(5)	0	0.6	3.4	0
42b(6)	0	0.6	3.4	0
42c	0	0	1.8	0
42c (years)	0	0	69.2	0

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage,[1] *continued*

Item[2]	**Stage 1 - Ratio adjustment** (Percent)	**Stage 1 - Other procedures** (Percent)	**Stage 2** (Percent)	**Clerical** (Percent)
43a	0	0	2.2	0
43b	0	0	8.6	0
43b (hours)	0	0	22.3	0
44a	0	4.4	0.3	0
44b	0	0.8	5.3	0
44c	0	0.2	3.3	0
44d	0	0.3	6.6	0
45a	0	0	1.1	0
45b	0	0	2.1	0
45c	0	0	2.1	0
45d	0	0	2.3	0
46a	0	0	1.0	0
46b	0	0	6.8	0
46c	0	0	7.2	0
47	0	0	2.9	0
48	0	0	1.8	0
49	0	0	1.5	0
50a	0	0	12.4	0.1
50b	0	0	18.7	0.1
50c	0	0	28.9	0.1
50d	0	0	23.7	0.1
50e	0	0	19.6	0.1
51 (lowest)	0	0.5	15.4	0.1
51 (highest)	0	0.6	15.7	0.1
52a	0	0	2.0	0
52b	0	0	8.5	0
52c	0	0	7.8	0
53a	0	0	2.3	0
53b	0	0	4.0	0
53c	0	0	8.7	0
54a	0	0	3.5	0
54b	0	0	5.1	0
55	0	0	2.7	0
56a	0	0	2.9	0
56b	0	0	5.9	0
57	0	0	2.4	0

[1] The procedures used in each stage of imputation for the Private School Questionnaire (SASS-3B) are described in section D of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in the table were not imputed.

Figure VIII-20.--Private School Questionnaire (SASS-3B) items[1] imputed by using other data on record

Imputed item	Source items
23 (PSS item 13)	7 (PSS item 8)
38c (PSS item 17)	38b (PSS item 16b)
21	22, 34, 39c
22	16, 21, 23, 34, 39c
26	6, 23, 37
33	34
34	6, 21, 22, 39
36	8
37	6
39	38, 40
40	38, 39
41	6
42	6

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-21.--Private School Questionnaire (SASS-3B) imputation variables

Variable name	Description	Values
AFFLG	General affiliation	1 = Catholic 2 = Other religious affiliation 3 = No religious affiliation 4 = Unknown
AFFILR	Specific religious affiliation	1 = Catholic 2 = Amish 3 = Assembly of God 4 = Baptist 5 = Calvinist 6 = Christian 7 = Church of Christ 8 = Church of God 9 = Disciples of Christ 10 = Episcopal 11 = Friends 12 = Greek Orthodox 13 = Islamic 14 = Jewish 15 = Latter Day Saints 16 = Lutheran Church - Missouri Synod 17 = Evangelical Lutheran Church in America 18 = Wisconsin Evangelical Lutheran Synod 19 = Other Lutheran 20 = Mennonite 21 = Methodist 22 = Pentecostal 23 = Presbyterian 24 = Seventh-Day Adventist 25 = Other 26 = No religious affiliation 27 = Unknown
AFFILS	Religious affiliation and/or association membership	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation and/or association membership not included in codes 1-5 7 = Religious schools, unknown affiliation or association 8 = Secular - regular elementary and/or secondary 9 = Secular - special program, vocational, or alternative 10 = Secular - special education 11 = Secular - unknown program 12 = Unknown
ENR	School enrollment size code	1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown
URB	Type of community where school is located	1 = Large central city of an SMSA 2 = Medium city of an SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in an SMSA 6 = Small town, not in an SMSA 7 = Rural 8 = Unknown

Figure VIII-21.--Private School Questionnaire (SASS-3B) imputation variables, *continued*

Variable name	Description	Values
LEVEL	Instructional level of school	1 = Elementary 2 = Combined or ungraded 3 = Secondary 4 = Unknown
TYPE	School type	1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Unknown
MINEN	Percent minority enrollment	1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown
REGION	Census geographic region where school is located	1 = Northeast 2 = Midwest 3 = South 4 = West
UNGRADE	School organization	1 = All students are ungraded (not assigned to grades 1, 2, etc.) 2 = Some or all students are assigned to grade levels
PKPROG	Prekindergarten school	1 = School teaches only prekindergarten-age children 2 = School teaches students at kindergarten level or higher

Figure VIII-22a.--SASS Private School Questionnaire (SASS-3B) matching variables and collapse ordering for PSS items

Items[1]	Matching variables	Order of collapse
6 (PSS item 7)	LEVEL, AFFLG	AFFLG, LEVEL
44 (PSS item 9)	LEVEL, AFFLG, AFFILS	AFFILS, AFFLG, LEVEL
8 (PSS item 10)	AFFLG, AFFILS, URB	URB, AFFILS
11 (PSS item 11)	AFFLG, AFFILS, TYPE	TYPE, AFFILS
12 (PSS item 12)	LEVEL, AFFLG, AFFILS	AFFILS, AFFLG
23 (PSS item 13)	LEVEL, AFFLG	AFFLG, LEVEL
16 (PSS item 14)	AFFILS, UNGRADE	AFFILS
38a,b (PSS item 16)	PKPROG, AFFILS, TYPE	TYPE
38c (PSS item 17)	LEVEL, AFFLG	AFFLG, LEVEL
13 (PSS item 18)	AFFLG, AFFILS	AFFILS
14 (PSS item 19)	AFFLG, AFFILS, TYPE	TYPE
20 (PSS item 20)	AFFLG, AFFILS, TYPE	TYPE, AFFILS

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-22b.--SASS Private School Questionnaire (SASS-3B) matching variables and collapse ordering for non-PSS items

Items[1]	Matching variables	Order of collapse
9, 18, 19, 27, 41, 42, 43, 45, 46, 47, 48, 49, 50, 51	AFFLG, LEVEL, TYPE, URB	URB, TYPE, LEVEL
15	AFFLG, TYPE, LEVEL, URB	URB, LEVEL
21, 22, 31, 32, 34	AFFLG, TYPE, LEVEL, URB	URB, LEVEL, TYPE
10, 35, 37	AFFLG, LEVEL, ENR, URB	URB, ENR, LEVEL
26	AFFLG, LEVEL, ENR, URB	URB, ENR
24, 39, 40	AFFLG, MINEN, URB, ENR	ENR, URB, MINEN
33, 36	AFFLG, MINEN, URB	URB, MINEN
25, 28, 29, 30, 52, 53, 54, 55, 56, 57	AFFLG, URB, ENR	ENR, URB

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method[1]

Item[2]	Ratio adjustment (Percent)	Using other SASS-3C items (Percent)	Using a donor record (Percent)	Other (Percent)
6a	0	0	0	0
6b	0	0	0.7	0
6c	0	0	0.7	0
6d	0	0	0.7	0
6e	0	0	0.7	0
6f	0	0	0.7	0
6g	0	0	0.7	0
6h	0	0	0.7	0
6i	0	0	0.7	0
6j	0	0	0.7	0
6k	0	0	0.7	0
6l	0	0	0.7	0
6m	0	0	0.7	0
6n	0	0	0.7	0
7	0	0	0	0
8a	0	1.3	0	0
8b	0	1.3	0	0
8c	0	1.3	0	0
8d	0	1.3	0	0
8e	0	1.3	0	0
9a	0	0	1.3	0
9b	0	0	13.2	0
10	0	0	14.5	0
11	0	0	0.7	0
12	0	0	1.3	0
13a	0	0	0	0
13b	0	0	0	0
13c	0	0	1.0	0
14	0	0	0	0
15a	0	0	0	0
15b	0	0	1.9	0
16a	0	1.3	0	0
16b	0	0.7	0.7	0
16c	0	2.0	0.7	3.3
16d	0	1.3	0.7	0
16e	0	3.9	0	0
16f	0	4.6	0	0
16g	0	4.6	1.3	0
16h	0	6.6	1.3	0
16i	0	5.9	3.3	0.7
16j	0	9.9	0.7	0
16k	0	4.6	3.3	0
17a	0	0	0	0
17b	0	2.6	0	0
17c	0	1.3	0	3.3
17d	0	0.7	0	0
17e	0	0.7	0	0
17f	0	2.0	0	0
17g	0	8.6	0	0
17h	0	5.3	0	0
17i	0	2.6	2.0	0.7
17j	0	0.7	2.0	0
17k	0	1.3	2.0	0

Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method,[1] *continued*

Item[2]	Ratio adjustment (Percent)	Using other SASS-3C items (Percent)	Using a donor record (Percent)	Other (Percent)
18a	2.0	0.7	3.9	0
18b	0	0.7	3.9	0
18c	0	0.7	3.9	0
18d	0	0.7	3.9	0
18e	2.6	1.3	3.9	0
19	0	0	3.3	0
20a	0	1.3	0	0
20b	0	0.7	1.3	0
20c	0	2.0	1.3	1.3
20d	0	0	0.7	1.3
21	0	1.3	5.3	0
22a	0	0.7	0	0
22b	0	0	2.0	0
23a	0	0	1.3	0
23b	0	0	1.8	0
24	0	0	1.3	0
25a	0	0.7	0.7	0
25b	0	0	8.9	0
25c(1)	0	1.6	7.3	0
25c(2)	0	0	7.3	0
25c(3)	0	3.3	8.9	0.8
25c(4)	0	3.3	8.9	0
25c(5)	0	3.3	8.9	0
25c(6)	0	4.1	8.9	0
25c(7)	0	2.4	8.9	0
25c(8)	0	2.4	8.9	0
25c(9)	0	3.3	8.1	0
25c(10)	0	2.4	4.9	0
25c(11)	0	1.6	4.9	0
25c(12)	0	2.4	4.9	0
25c(13)	0	2.4	4.9	0
25c(14)	0	2.4	4.9	0
26a	0	0	0.7	0
26b	0	0	2.6	0
26c	0	0	1.3	0
26d	0	0	2.0	0
26e	0	0	2.0	0
26f	0	0	2.0	0
26g	0	0	2.6	0
26h	0	0	2.6	0
26i	0	0	2.6	0
27a	0	0.7	0	0
27b	0	1.1	4.4	0
27c	0	1.1	4.4	0
27d(1)	0	5.6	0	0
27d(2)	0	0	5.6	0
27d(3)	0	3.3	2.2	0
27d(4)	0	0	6.7	0
27e	0	0	6.7	0

Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method,[1] *continued*

Item[2]	Ratio adjustment (Percent)	Using other SASS-3C items (Percent)	Using a donor record (Percent)	Other (Percent)
28a	0	1.3	2.0	0
28a (students)	0	0	13.3	0
28b	0	0	4.6	0
34b (students)	0	0	15.7	0
28c	0	0	4.6	0
28c (students)	0	0	9.7	0
28d	0	0	3.3	0
28d (students)	0	0	13.0	0
28e	0	0	0	0
28e (students)	0	0	21.7	0
28f	0	1.3	0	0
28f (students)	0	0	0	0
28g	0	0	0.7	0
28g (students)	0	0	6.9	0
28h	0	0	0.7	0
28i	0	0	1.3	0
29	0	0	0	0
30	0	0	2.0	0
31a	0	0	0	0
31b	0	0	0.8	0
31c	0	0	0.8	0
32a	0	2.0	2.0	0
32b	0	1.8	10.7	0
32c (any part)	0	3.6	8.9	0
33a	0	0	0.7	0
33b (PK)	0	2.1	0	0
33b (K-12)	0	0	13.7	0
33c (teachers)	0	2.7	4.8	0
33c (aides)	0	2.7	4.8	0.7
34a	0	0	1.3	0
34b	0	0.7	0.7	0
34c (PK)	0	4.0	7.3	0
34c (K-12)	0	0.7	7.3	0
34d (PK)	0	4.0	6.7	0
34d (K-12)	0	2.7	6.7	0
35a	0	0	0	0
35b	0	0	2.2	0
35c	0	0	0	0
36a	0	0	0	0
36b(1)	0	0	2.2	0
36b(2)	0	0	2.2	0
36b(3)	0	0	4.4	0
36b(4)	0	0	2.2	0
36b(5)	0	0	2.2	0
36b(6)	0	0	2.2	0
36c	0	0	0	0
36c (years)	0	0	0	0
37a	0	0	0	0
37b	0	0	0	0
37b (hours)	0	0	100.0	0
38a	0	9.9	0	0
38b	0	0	7.0	0
38c	0	0	4.7	0
38d	0	0	7.0	0

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Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method,[1] *continued*

Item[2]	**Ratio adjustment** (Percent)	**Using other SASS-3C items** (Percent)	**Using a donor record** (Percent)	**Other** (Percent)
39a	0	0	0	0
39b	0	0	0	0
39c	0	0	0	0
39d	0	0	0	0
40a	0	0	0	0
40b	0	0	0	0
40c	0	0	1.3	0
41	0	0	1.3	0
42	0	0	2.0	0
43	0	0.7	1.3	0
44a	0	0	5.6	0
44b	0	0	12.0	0
44c	0	0	14.8	0
44d	0	0	13.4	0
44e	0	0	9.9	0
45 (lowest)	0	20.0	10.0	0
45 (highest)	0	20.0	10.0	0
46a	0	0	0.7	0
46b	0	0	2.9	0
46c	0	0	4.8	0
47a	0	0	1.3	0
47b	0	0	0	0
47c	0	0	11.6	0
48a	0	0	0.7	0
48b	0	0	0	0
49	0	0	1.3	0
50a	0	0	1.3	0
50b	0	1.7	6.7	0
51	0	0	1.3	0

[1] The procedures used in each method of imputation for the Indian School Questionnaire (SASS-3C) are described in section E of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-24.–Percent of Public School Teacher (SASS-4A) entries imputed in each stage[1]

Item[2]	**Stage 1** (Percent)	**Stage 2** (Percent)	**Clerical** (Percent)
2	0	11.8	0.4
3a	0	9.8	0.3
3b	0	24.3	0.1
3c	0	10.5	0
4	0	6.0	0.5
6	0	0.1	0
7	0	3.9	0
8b	0	15.7	0.1
8c	0	15.7	0.1
8e	0	15.7	0.1
9a	1.4	0.2	0
9b	3.2	2.1	0
9c	12.9	2.1	0
10a	3.6	1.4	0
10b	11.2	1.4	0
11a	0	1.4	0
11b	0	4.3	0
11b (breaks)	5.8	2.0	0
11c	0	6.5	0
11d	0	5.2	0.1
12	0	2.1	0
13	0.4	1.0	0
13 (state)	6.2	0	0
14	5.3	2.3	0
15a	0.3	0	0
15b	0	2.0	0
15c	2.4	0	0
15d	4.4	0	0
15e	0	3.6	0
15f	4.7	0	0
15g	0	1.0	0
16a	0	0	0
16b	14.2	0	0
17a	4.1	0	0
17b	0	3.9	0
17c	6.3	0	0
18a	1.1	0	0
18b	0	1.6	0
18c	3.2	0	0
19a	4.4	0	0
19b	0	1.9	0
19c	2.8	0	0
20a	2.2	0	0
20b (Associate degree)	0	3.6	0
20c (Associate degree)	0	6.1	0
20d (Associate degree)	6.2	0	0
20b (Education specialist)	0	3.6	0
20c (Education specialist)	0	5.5	0
20d (Education specialist)	9.8	0	0
20b (Ph.D.)	0	3.6	0
20c (Ph.D.)	0	4.1	0
20d (Ph.D.)	7.6	0	0

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
21a	0	0	0
21b	0.7	0	0
21c	0	1.5	0
22a	0	0	0
22b	0	3.4	0
22c	0	0	0
23a	0	2.5	0
23b	0	8.7	1.9
23c	0	8.7	3.3
24a	0	1.2	0
24b	1.1	1.7	0
25a	1.2	0	0
25b	1.8	0	0
25c	0	0.8	0.1
26a	0	0.2	0
26b	0	2.3	0.2
26c	0	2.8	0
27	2.3	0	0
28a	1.9	1.7	0
28a (undergraduate)	4.0	5.7	0
28a (graduate)	0	5.0	0
28b	3.0	1.7	0
28b (undergraduate)	14.0	3.7	0
28b (graduate)	0	3.6	0
28c	3.5	1.7	0
28c (undergraduate)	2.1	5.2	0
28c (graduate)	0	4.6	0
28d	5.6	1.7	0
28d (undergraduate)	1.3	4.4	0
28d (graduate)	0	4.0	0
28e	5.9	1.7	0
28e (undergraduate)	2.2	4.1	0
28e (graduate)	0	3.8	0
28f	5.2	1.8	0
28f (undergraduate)	3.6	4.6	0
28f (graduate)	0	4.3	0
28g	6.2	1.7	0
28g (undergraduate)	8.1	5.2	0
28g (graduate)	0	4.8	0
29	0	0.3	0
30	0	0.5	0
31a	0	1.2	0
31a (hours)	0	1.6	0
31b	0	2.1	0
31b (hours)	0	2.6	0
31c	0	3.8	0
31c (hours)	0	4.5	0
31d	0	3.0	0
31d (hours)	0	3.4	0
31e	0	2.6	0
31e (hours)	0	3.3	0
32a	0	1.8	0
32b	0	2.0	0
32c	0	2.1	0
32d	0	2.1	0
32e	0	2.3	0

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
33	0	1.0	0
34	0	0.5	0
35a	0	0.4	0
35b	0	0.5	0
36	0	0	0
37	0	0.3	0
38a	0	1.8	0
38b(1)	0	4.1	0
38b(2)	0	5.2	0
38b(3)	0	6.5	0
38b(4)	0	6.6	0
39	20.4	0	0
40a(1)	3.9	0	0
40b(1)	3.1	6.1	0
40a(2)	6.3	0	0
40b(2)	2.3	6.4	0
40a(3)	10.1	0	0
40b(3)	2.4	8.8	0
40a(4)	15.3	0	0
40b(4)	2.4	13.6	0
40a(5)	5.4	0	0
40b(5)	1.7	4.3	0
40a(6)	2.6	0	0
40b(6)	0.8	2.3	0
40a(7)	1.0	0	0
40b(7)	0.3	0.9	0
40a(8)	0.8	0	0
40b(8)	0.2	0.8	0
40a(9)	0.8	0	0
40b(9)	0.2	0.6	0
40a(10)	0.8	0	0
40b(10)	0.2	0.7	0
40a(11)	0.7	0	0
40b(11)	0.2	0.6	0
40a(12)	0.7	0	0
40b(12)	0.1	0.6	0
40a(13)	0.6	0	0
40b(13)	0.2	0.5	0
40a(14)	0.6	0	0
40b(14)	0.1	0.6	0
40a(15)	0.6	0	0
40b(15)	0.2	0.5	0
41a	0	6.5	0
41b	0	4.8	0
41c	0	27.5	1.2
42a	0	2.9	0
42b(1)	2.4	1.8	0
42b(2)	1.1	1.8	0
43a	0	1.5	0
43b	0	4.1	0
44a	0	0.9	0
44b	0	1.0	0
44c	0	1.0	0
44d	0	1.0	0
44e	0	1.0	0
44f	0	0.9	0

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
45a	0	0.8	0
45b	0	0.8	0
45c	0	0.7	0
45d	0	0.8	0
45e	0	0.8	0
45f	0	1.3	0
46a	0	1.6	0
46b	0	1.7	0
46c	0	1.9	0
46d	0	1.8	0
46e	0	1.7	0
46f	0	1.8	0
46g	0	1.7	0
46h	0	2.0	0
46i	0	2.3	0
46j	0	2.4	0
46k	0	2.0	0
46l	0	1.8	0
46m	0	1.7	0
46n	0	2.0	0
46o	0	2.0	0
46p	0	2.1	0
46q	0	1.8	0
46r	0	5.9	0
46s	0	2.0	0
46t	0	1.8	0
46u	0	1.8	0
46v	0	2.2	0
46w	0	2.2	0
46x	0	1.7	0
47a	0	2.0	0
47b	0	1.7	0
47c	0	1.9	0
47d	0	1.6	0
47e	0	2.0	0
47f	0	2.0	0
47g	0	1.8	0
47h	0	1.6	0
47i	0	2.2	0
47j	0	1.7	0
47k	0	1.9	0
47l	0	1.8	0
47m	0	1.9	0
47n	0	2.2	0
47o	0	1.8	0
47p	0	1.6	0
47q	0	1.8	0
47r	0	1.9	0
47s	0	1.3	0
47t	0	1.9	0
47u	0	1.4	0
47v	0	1.5	0
47w	0	1.4	0
47x	0	3.2	0
47y	0	2.6	0
48	0	1.4	0
49a	0	1.2	0
49b	0	2.6	0
49b (times)	0	7.9	0.1

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
50a	0	1.7	0
50b	0	2.6	0
50b (times)	0	9.6	0.2
51a	0.3	7.2	0
51b	0.2	0	0
51c	1.4	10.7	0
52	0	1.6	0
53a(1)	0	2.3	0
53a(1) (amount)	0	4.7	0.1
53a(2)	0	5.3	0
53a(2) (amount)	0	8.3	0.1
53a(3)	0	5.2	0
53a(3) (amount)	0	6.9	0
53b(1)	0	8.3	0
53b(2)	0	2.3	0
53b(2) (amount)	0	4.0	0
53b(3)	0	2.0	0
53b(3) (amount)	0	21.3	0.1
53b(4)	0	3.4	0
53b(5)	0	5.9	0
53b(5) (amount)	0	5.8	0.1
54	0	1.8	0
55	0	25.0	0
56	0	0	0
57a	0	2.7	0
57b	0	5.6	1.6
58	0	9.7	0
59	0	1.9	0
60	0	1.6	0
61a	0	1.9	0
61b	0	2.2	0
62a	0	1.8	0
62b	0	3.8	0.1
63a	0.1	2.0	0
63b	0	2.1	0
63c	0	2.5	0

[1] The procedures used in each stage of imputation for the Public School Teacher Questionnaire (SASS-4A) are described in section F of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage[1]

Item[2]	**Stage 1** (Percent)	**Stage 2** (Percent)	**Clerical** (Percent)
2	0	9.0	0.1
3a	0	6.6	0
3b	0	13.4	0
3c	4.4	8.0	0
4	0	8.1	0.1
6	0	0.2	0
7	0	5.0	0
8b	0	18.9	0.2
8c	0	18.9	0.2
8e	0	18.9	0.2
9a	2.1	0.3	0
9b	2.0	2.8	0
9c	7.8	2.8	0
10a	4.3	3.0	0
10b	7.7	3.0	0
11a	0	1.9	0
11b	0	4.6	0
11b (breaks)	5.7	1.4	0
11c	0	7.5	0.1
11d	0	6.1	0.1
12	0	2.4	0
13	0.4	0.8	0
13 (state)	4.3	0	0
14	4.2	1.9	0
15a	0.4	0	0
15b	0	1.8	0
15c	2.1	0	0
15d	4.2	0	0
15e	0	3.0	0
15f	4.2	0	0
15g	0	1.5	0
16a	0	0	0
16b	22.0	0	0
17a	3.4	0	0
17b	0	2.2	0
17c	2.7	0	0
18a	1.4	0	0
18b	0	1.0	0
18c	2.0	0	0
19a	3.8	0	0
19b	0	1.0	0
19c	0.5	0	0
20a	2.2	0	0
20b (Associate degree)	0	6.3	0
20c (Associate degree)	0	8.1	0
20d (Associate degree)	8.4	0	0
20b (Education specialist)	0	6.3	0
20c (Education specialist)	0	11.6	0.4
20d (Education specialist)	15.5	0	0
20b (Ph.D.)	0	6.3	0
20c (Ph.D.)	0	5.0	0
20d (Ph.D.)	8.6	0	0

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
21a	0	0	0
21b	0.9	0	0
21c	0	1.3	0
22a	0	0	0
22b	0	3.4	0
22c	0	0	0
23a	0	3.3	0
23b	0	7.6	2.4
23c	0	7.6	3.6
24a	0	1.0	0
24b	1.3	1.7	0
25a	1.4	0	0
25b	1.7	0	0
25c	0	0.7	0.1
26a	0	0.2	0
26b	0	1.8	0.1
26c	0	2.2	0
27	2.1	0	0
28a	1.4	1.9	0
28a (undergraduate)	2.9	5.1	0
28a (graduate)	0	4.4	0
28b	3.1	1.9	0
28b (undergraduate)	8.0	3.1	0
28b (graduate)	0	3.0	0
28c	3.0	1.9	0
28c (undergraduate)	1.2	4.3	0
28c (graduate)	0	3.8	0
28d	4.8	2.0	0
28d (undergraduate)	0.7	4.3	0
28d (graduate)	0	3.9	0
28e	5.2	2.0	0
28e (undergraduate)	1.0	3.7	0
28e (graduate)	0	3.3	0
28f	4.9	1.9	0
28f (undergraduate)	2.2	4.3	0
28f (graduate)	0	3.9	0
28g	5.7	1.9	0
28g (undergraduate)	5.3	4.6	0
28g (graduate)	0	4.3	0
29	0	0.2	0
30	0	0.5	0
31a	0	1.5	0
31a (hours)	0	1.7	0
31b	0	1.9	0
31b (hours)	0	2.3	0
31c	0	3.8	0
31c (hours)	0	4.3	0
31d	0	3.0	0
31d (hours)	0	3.4	0.1
31e	0	3.0	0
31e (hours)	0	3.6	0.1
32a	0	2.6	0
32b	0	2.9	0
32c	0	3.0	0
32d	0	3.1	0
32e	0	3.3	0

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Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
33	0	1.3	0
34	0	0.6	0
35a	0	0.4	0
35b	0	0.5	0
36	0	0	0
37	0	0.5	0
38a	0	1.1	0
38b(1)	0	3.2	0
38b(2)	0	3.9	0
38b(3)	0	4.7	0
38b(4)	0	5.2	0
39	26.9	0	0
40a(1)	3.4	0	0
40b(1)	0	6.7	0
40a(2)	4.4	0	0
40b(2)	0	6.5	0
40a(3)	6.5	0	0
40b(3)	0	7.6	0
40a(4)	11.8	0	0
40b(4)	0	12.6	0
40a(5)	2.8	0	0
40b(5)	0	3.3	0
40a(6)	1.3	0	0
40b(6)	0	1.5	0
40a(7)	0.9	0	0
40b(7)	0	1.1	0
40a(8)	0.8	0	0
40b(8)	0	0.9	0
40a(9)	0.8	0	0
40b(9)	0	0.8	0
40a(10)	0.7	0	0
40b(10)	0	0.8	0
40a(11)	0.7	0	0
40b(11)	0	0.8	0
40a(12)	0.7	0	0
40b(12)	0	0.7	0
40a(13)	0.7	0	0
40b(13)	0	0.7	0
40a(14)	0.6	0	0
40b(14)	0	0.7	0
40a(15)	0.6	0	0
40b(15)	0	0.7	0
41a	0	5.6	0
41b	0	4.1	0
41c	0	15.3	1.3
42a	0	4.6	0.1
42b(1)	2.1	2.4	0
42b(2)	1.1	2.4	0
43a	0	1.7	0
43b	0	4.8	0
44a	0	1.4	0
44b	0	2.1	0
44c	0	1.8	0
44d	0	1.6	0
44e	0	1.9	0
44f	0	1.4	0

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
45a	0	1.2	0
45b	0	1.2	0
45c	0	1.2	0
45d	0	1.2	0
45e	0	1.1	0
45f	0	2.0	0
46a	0	1.8	0
46b	0	1.7	0
46c	0	1.9	0
46d	0	1.9	0
46e	0	1.8	0
46f	0	1.8	0
46g	0	1.8	0
46h	0	1.9	0
46i	0	2.0	0
46j	0	2.2	0
46k	0	1.8	0
46l	0	1.8	0
46m	0	1.8	0
46n	0	1.9	0
46o	0	2.2	0
46p	0	2.1	0
46q	0	1.9	0
46r	0	5.2	0
46s	0	2.2	0
46t	0	1.8	0
46u	0	1.9	0
46v	0	2.1	0
46w	0	2.0	0
46x	0	1.8	0
47a	0	2.7	0
47b	0	2.1	0
47c	0	2.2	0
47d	0	2.2	0
47e	0	2.5	0
47f	0	2.3	0
47g	0	2.2	0
47h	0	2.0	0
47i	0	2.4	0
47j	0	2.2	0
47k	0	2.3	0
47l	0	2.5	0
47m	0	2.2	0
47n	0	2.2	0
47o	0	2.4	0
47p	0	2.1	0
47q	0	2.1	0
47r	0	2.2	0
47s	0	2.1	0
47t	0	3.1	0
47u	0	2.1	0
47v	0	2.2	0
47w	0	2.1	0
47x	0	8.8	0
47y	0	5.7	0
48	0	2.4	0
49a	0	2.0	0
49b	0	3.7	0
49b (times)	0	13.5	0.3

Figure VIII-25.–Percent of Private School Teacher (SASS-4B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
50a	0	2.4	0
50b	0	3.5	0.5
50b (times)	0	11.3	2.5
51a	0.3	20.3	0.1
51b	0.2	0.1	0
51c	0.8	24.8	0.1
52	0	3.1	0
53a(1)	0	3.9	0
53a(1) (amount)	0	5.8	0
53a(2)	0	6.8	0
53a(2) (amount)	0	10.4	0
53a(3)	0	6.8	0
53a(3) (amount)	0	8.2	0.1
53b(1)	0	9.6	0
53b(2)	0	3.6	0
53b(2) (amount)	0	5.4	0.1
53b(3)	0	3.4	0
53b(3) (amount)	0	22.0	0.1
53b(4)	0	2.0	0
53b(5)	0	6.6	0
53b(5) (amount)	0	8.3	0.3
53c	0	6.9	0
54	0	3.2	0
55	0	36.0	0
56	0	0	0
57a	0	3.5	0
57b	0	6.9	8.6
58	0	9.3	0
59	0	3.2	0
60	0	2.7	0
61a	0	3.0	0
61b	0	2.8	0.2
62a	0	3.0	0
62b	0	10.7	0.4
63a	0.1	3.2	0
63b	0	3.4	0
63c	0	4.5	0

[1] The procedures used in each stage of imputation of the Private School Teacher Questionnaire (SASS-4B) are described in section F of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
2	0	18.8	12.5
3a	0	13.3	3.3
3b	0	18.2	4.5
3c	0	13.6	4.5
4	0	18.2	9.1
6	0	0.4	0
7	0	5.4	0
8b	0	22.6	0
8c	0	22.6	0
8e	0	22.6	0
9a	3.9	0.2	0
9b	0	16.5	0
9c	11.3	16.5	0
10a	9.1	4.4	0.2
10b	13.5	4.6	0
11a	0	2.0	0
11b	0	6.0	0
11b (breaks)	8.3	0	0
11c	0	10.7	0.6
11d	0	10.1	0
12	0	1.8	0
13	0.7	1.1	0
13 (state)	5.7	0	0
14	4.2	1.5	0
15a	0.2	0	0
15b	0	2.2	0
15c	2.4	0	0
15d	6.0	0	0
15e	0	3.3	0
15f	4.5	0	0
15g	0	5.3	0
16a	0	0	0
16b	19.8	0	0
17a	4.2	0	0
17b	0	5.3	0
17c	0	0	0
18a	1.2	0	0
18b	0	2.2	0
18c	2.9	0	0
19a	4.3	0	0
19b	0	0	0
19c	0	0	0
20a	2.8	0	0
20b (Associate degree)	0	1.5	0
20c (Associate degree)	0	8.2	0
20d (Associate degree)	6.1	0	0
20b (Education specialist)	0	1.5	0
20c (Education specialist)	0	0	0
20d (Education specialist)	14.3	0	0
20b (Ph.D.)	0	1.5	0
20c (Ph.D.)	0	0	0
20d (Ph.D.)	0	0	0

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
21a	0	0	0
21b	0.7	0	0
21c	0	1.9	0
22a	0	0	0
22b	0	4.8	0
22c	0	0	0
23a	0	5.0	0
23b	0	13.5	0
23c	0	16.9	0
24a	0	0.4	0
24b	0.7	1.4	0
25a	1.6	0	0
25b	2.1	0	0
25c	0	1.0	0
26a	0	0.2	0
26b	0	3.5	0.7
26c	0	3.5	0
27	2.1	0	0
28a	0.9	2.5	0
28a (undergraduate)	8.7	7.8	0
28a (graduate)	0	6.7	0
28b	3.9	2.5	0
28b (undergraduate)	11.0	6.3	0
28b (graduate)	0	6.6	0
28c	4.3	2.5	0
28c (undergraduate)	5.0	7.2	0
28c (graduate)	0	6.2	0
28d	8.7	2.5	0
28d (undergraduate)	1.9	5.1	0
28d (graduate)	0	5.1	0
28e	7.8	2.5	0
28e (undergraduate)	2.7	8.0	0
28e (graduate)	0	7.1	0
28f	7.3	2.7	0
28f (undergraduate)	6.5	6.9	0
28f (graduate)	0	6.5	0
28g	6.8	2.7	0
28g (undergraduate)	12.6	8.3	0
28g (graduate)	0	7.8	0
29	0	0	0
30	0	0.7	0
31a	0	1.2	0
31a (hours)	0	0.9	0
31b	0	2.1	0
31b (hours)	0	2.6	0
31c	0	3.7	0
31c (hours)	0	3.6	0
31d	0	3.7	0
31d (hours)	0	3.0	0
31e	0	2.5	0
31e (hours)	0	3.4	0
32a	0	1.5	0
32b	0	1.5	0
32c	0	1.7	0
32d	0	1.7	0
32e	0	2.2	0

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
33	0	1.6	0
34	0	0.4	0
35a	0	0.7	0
35b	0	0.7	0
36	0	0	0
37	0	0.5	0
38a	0	0.6	0.3
38b(1)	0	2.4	0.3
38b(2)	0	3.2	0.9
38b(3)	0	3.8	0.6
38b(4)	0	4.7	0.9
39	30.7	0	0
40a(1)	2.6	0	0
40b(1)	0	6.3	0
40a(2)	4.2	0	0
40b(2)	0	6.9	0
40a(3)	10.1	0	0
40b(3)	0	11.1	0
40a(4)	19.6	0	0
40b(4)	0	20.1	0
40a(5)	1.6	0	0
40b(5)	0	2.1	0
40a(6)	0.5	0	0
40b(6)	0	1.6	0
40a(7)	0.5	0	0
40b(7)	0	0.5	0
40a(8)	0.5	0	0
40b(8)	0	0.5	0
40a(9)	0.5	0	0
40b(9)	0	0.5	0
40a(10)	0.5	0	0
40b(10)	0	0.5	0
40a(11)	0.5	0	0
40b(11)	0	0.5	0
40a(12)	0.5	0	0
40b(12)	0	0.5	0
40a(13)	0.5	0	0
40b(13)	0	1.1	0
40a(14)	0.5	0	0
40b(14)	0	1.1	0
40a(15)	0.5	0	0
40b(15)	0	0.5	0
41a	0	12.1	9.1
41b	0	6.1	6.1
41c	0	24.2	6.1
42a	0	4.3	0.4
42b(1)	2.7	3.2	0.4
42b(2)	1.2	3.2	0.4
43a	0	3.0	0
43b	0	5.2	0
44a	0	0.7	0
44b	0	0.9	0
44c	0	1.1	0
44d	0	1.1	0
44e	0	0.7	0
44f	0	1.2	0

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage,[1] *continued*

Item[3]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
45a	0	0.7	0
45b	0	0.7	0
45c	0	0.7	0
45d	0	0.7	0
45e	0	0.7	0
45f	0	1.1	0
46a	0	1.2	0
46b	0	1.6	0
46c	0	1.6	0
46d	0	2.1	0
46e	0	1.2	0
46f	0	1.6	0
46g	0	1.2	0
46h	0	1.6	0
46i	0	2.1	0
46j	0	1.8	0
46k	0	2.3	0
46l	0	1.4	0
46m	0	1.2	0
46n	0	1.8	0
46o	0	2.5	0
46p	0	1.2	0
46q	0	1.6	0
46r	0	1.8	0
46s	0	1.2	0
46t	0	1.4	0
46u	0	1.6	0
46v	0	1.2	0
46w	0	1.2	0
46x	0	1.4	0
47a	0	2.0	0
47b	0	1.1	0
47c	0	1.6	0
47d	0	1.1	0
47e	0	1.6	0
47f	0	1.4	0
47g	0	1.4	0
47h	0	1.4	0
47i	0	2.0	0
47j	0	1.4	0
47k	0	2.1	0
47l	0	1.8	0
47m	0	1.8	0
47n	0	1.2	0
47o	0	1.6	0
47p	0	1.4	0
47q	0	1.4	0
47r	0	1.4	0
47s	0	1.4	0
47t	0	2.0	0
47u	0	1.4	0
47v	0	1.8	0
47w	0	1.6	0
47x	0	3.7	0
47y	0	2.7	0
48	0	1.1	0
49a	0	1.6	0
49b	0	2.7	0
49b (times)	0	6.0	0

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
50a	0	1.8	0
50b	0	2.8	0
50b (times)	0	8.3	2.8
51a	0.4	13.5	0
51b	0	0	0
51c	0.3	17.2	0
52	0	2.7	0
53a(1)	0	2.7	0
53a(1) (amount)	0	4.4	0
53a(2)	0	5.9	0
53a(2) (amount)	0	7.1	0
53a(3)	0	5.3	0
53a(3) (amount)	0	10.2	0
53b(1)	0	11.7	0
53b(2)	0	1.8	0
53b(2) (amount)	0	2.5	0
53b(3)	0	1.4	0
53b(3) (amount)	0	37.2	0
53b(4)	0	2.7	0
53b(5)	0	5.3	0
53b(5) (amount)	0	7.0	0
54	0	2.5	0
55	0	34.7	0
56	0	0	0
57a	0	3.2	0
57b	0	4.4	0
58	0	7.1	0
59	0	1.6	0
60	0	1.8	0
61a	0	1.8	0
61b	0	1.7	0
62a	0	2.5	0
62b	0	7.9	0
63a	0	1.6	0
63b	0	2.8	0
63c	0	2.3	0

[1] The procedures used in each stage of imputation for the Indian School Teacher Questionnaire (SASS-4C) are described in section F of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-27.--Teacher Questionnaire (SASS-4A/4B/4C) imputation variables

Variable name	Description	Values
STGROUP (SASS-4A only)	Groups of states with similar schools	1 = Connecticut and Rhode Island 2 = Delaware, District of Columbia, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon
HIGHDEG	Highest degree received	1 = Associate or no degree 2 = Bachelor's 3 = Master's or higher
AGE	Age of respondent	1 = Under 30 years old 2 = 30-45 3 = 46-60 4 = 61-94 5 = Unknown
TEAEXPER	Years teaching in all schools	1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31-70 5 = Unknown
TEAFIELD	Teaching assignment field	1 = Prekindergarten, kindergarten, or general elementary 2 = Special areas other than foreign language, science, vocational education, and special education 3 = Foreign language 4 = Science 5 = Vocational education 6 = Special education 7 = All others
FULPTIME	Full-time/part-time status	1 = Full-time teacher 2 = Part-time teacher 3 = All others
TEALEVEL	Instructional level for teacher	1 = Elementary, prekindergarten and special education 2 = All others
GRADELEV	Grade levels taught this year	1 = Prekindergarten 2 = Grades K-6 3 = Grades K-8 4 = Grades 7-12 5 = Postsecondary 6 = Unknown

Figure VIII-27.--Teacher Questionnaire (SASS-4A/4B/4C) imputation variables, *continued*

Variable name	Description	Values
ENROLMNT	Number of students enrolled in the school	Number of students reported on school record (1-9000)
ENR (SASS-4A only)	Enrollment size code for public school	1 = 1-299 students 2 = 300-599 3 = 600 or more 4 = Unknown
ENR (SASS-4B and 4C)	Enrollment size code for private or Indian school	1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown
URB	Type of community where school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
BEGINTEA	Years since beginning first teaching position	1 = 0-3 years 2 = 4-7 3 = 8-15 4 = 16-24 5 = 25-68
MINEN	Percent minority enrollment at school	1 = Less than 5.5% are of minority race or ethnic origin 2 = 5.5%-20.4% 3 = 20.5%-50.4% 5 = 50.5%-100% 4 = Unknown
AFFILS (SASS-4B only)	Religious affiliation and/or association	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation and/or association membership not included in codes 1-5 7 = Religious schools, unknown affiliation or association 8 = Secular school - regular program 9 = Secular school - special program, vocational, or alternative 10 = Secular - special education 11 = Secular - unknown program 12 = Unknown
AFFLG (SASS-4B only)	General affiliation code for school	1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unknown
BIAOP (SASS-4C only)	Type of BIA school	1 = School is funded and operated by Bureau of Indian Affairs (BIA) 2 = School is funded by BIA but operated by a tribe or other organization

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Figure VIII-28.--Public School Teacher (SASS-4A) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
59	STGROUP, STATE, TEALEVEL, BEGINTEA	BEGINTEA, STATE
20b, 15b, 15e, 15g, 17b, 18b, 19b, 20c	STGROUP, STATE, TEALEVEL, URB	URB, STATE
2, 3, 4	STGROUP, STATE, TEALEVEL, URB, ENR	ENR, URB, STATE
6, 7, 8, 11, 9, 10, 12, 13, 14	STGROUP, STATE, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, STATE
21c, 25c, 26, 29, 28, 30, 31, 32, 33, 34, 35	STGROUP, STATE, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
22, 23, 24	STGROUP, STATE, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
37, 38, 41, 42,	STGROUP, STATE, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULPTIME, STATE
40b	STGROUP, TEALEVEL	TEALEVEL
43	STGROUP, STATE, TEALEVEL, URB, FULPTIME, ENR, GRADELEV	GRADELEV, ENR, FULPTIME, STATE
44, 45, 46, 47, 48, 51, 52	STGROUP, STATE, TEALEVEL, URB, AGE, TEAEXPER	TEAEXPER, AGE, STATE
49, 50	STGROUP, STATE, TEALEVEL, URB, TEAEXPER, FULPTIME, GRADELEV	GRADELEV, FULPTIME, TEAEXPER, STATE
53, 54, 57, 58, 60	STGROUP, STATE, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
55, 61, 62	STGROUP, STATE, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, TEALEVEL, STATE
63	STGROUP, STATE, TEALEVEL, URB, MINEN, TEAFIELD, GRADELEV	GRADELEV, TEAFIELD, MINEN, URB, STATE

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-29.--Private School Teacher (SASS-4B) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
59	AFFILS, TEALEVEL, BEGINTEA	BEGINTEA, AFFILS
20b, 15b, 15e, 15g, 17b, 18b, 19b, 20c	AFFILS, TEALEVEL, URB	URB, AFFILS
2, 3, 4	AFFILS, TEALEVEL, URB, ENR	ENR, URB, AFFILS
6, 7, 8, 11, 9, 10, 12, 13, 14	AFFILS, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, AFFILS
21c, 25c, 26, 29, 28, 30, 31, 32, 33, 34, 35	AFFILS, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
22, 23, 24	AFFILS, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
37, 38, 41, 42,	AFFILS, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULPTIME, AFFILS
40b	AFFILS, TEALEVEL	TEALEVEL
43	AFFILS, TEALEVEL, URB, FULPTIME, ENR, GRADELEV	GRADELEV, ENR, FULPTIME, AFFILS
44, 45, 46, 47, 48, 51, 52	AFFILS, TEALEVEL, URB, AGE, TEAEXPER	TEAEXPER, AGE, AFFILS
49, 50	AFFILS, TEALEVEL, URB, TEAEXPER, FULPTIME, GRADELEV	GRADELEV, FULPTIME, TEAEXPER, AFFILS
53, 54, 57, 58, 60	AFFILS, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
55, 61, 62	AFFILS, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, TEALEVEL, AFFILS
63	AFFILS, TEALEVEL, URB, MINEN, GRADELEV	GRADELEV, MINEN, URB, AFFILS

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-30.--Indian School Teacher (SASS-4C) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
59	BIAOP, TEALEVEL, BEGINTEA	BEGINTEA
20b, 15b, 15e, 15g, 17b, 18b, 19b, 20c	BIAOP, TEALEVEL	No collapsing
2, 3, 4	BIAOP, TEALEVEL, ENR	ENR
6, 7, 8, 11, 9, 10, 12, 13, 14	BIAOP, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE
21c, 25c, 26, 29, 28, 30, 31, 32, 33, 34, 35	BIAOP, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG
22, 23, 24	BIAOP, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG
37, 38, 41, 42,	BIAOP, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULPTIME
40b	BIAOP, TEALEVEL	TEALEVEL
43	BIAOP, TEALEVEL, FULPTIME, ENR, GRADELEV	GRADELEV, ENR, FULPTIME
44, 45, 46, 47, 48, 51, 52	BIAOP, TEALEVEL, AGE, TEAEXPER	TEAEXPER, AGE
49, 50	BIAOP, TEALEVEL, TEAEXPER, FULPTIME, GRADELEV	GRADELEV, FULPTIME, TEAEXPER
53, 54, 57, 58, 60	BIAOP, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG
55, 61, 62	BIAOP, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, TEALEVEL
63	BIAOP, TEALEVEL TEAFIELD, GRADELEV	GRADELEV, TEAFIELD

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-31.--Percent of Public School Student Record (SASS-5) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
4	0	0	0.2
5	2.9	0	0.4
6	0	0	0
7a	0	0.8	0
7b	0	2.4	0.2
7c	0	1.6	0.2
7d	0	2.5	0.2
7e	0	1.8	0.1
8a	0	0.7	0
8b	0	9.1	1.4
9	0	0.7	0
10	0	0	0
11	0.3	2.9	0
12	0	0.6	0
13	0	1.0	0
14	0	5.9	0
15	0	2.7	0
16a	0	1.9	0
16b	0	2.8	0
17	0	2.0	0
18a	0	2.0	0
18b	0	6.1	0
19a	0	1.4	0
19b	0	0	8.7
20	0	0	0
21	0	0	0.9
22	0	0	0.8
23	0	1.4	0
24	0.3	0.2	0
25	0.4	0.3	0
26a	0	2.9	0.7
26b	0.6	0.2	0.1
27	0.8	0.2	0.1

[1] The procedures used in each stage of imputation for the Student Records Questionnaire (SASS-5) are described in section G of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-32.--Percent of Private School Student Record (SASS-5) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
4	0	0	0.2
5	4.2	0	0.1
6	0	0	0
7a	0.1	1.0	0
7b	0	0	0
7c	0	0	0
7d	0	0	0
7e	0	0	0
8a	0	0.4	0
8b	0	9.1	0
9	0	0.3	0
10	0	0	0
11	0.6	2.9	0
12	0	0.2	0
13	0	0.2	0
14	0	0.8	0
15	0	1.2	0
16a	0	1.0	0
16b	0	0	0
17	0	0.4	0
18a	0	4.8	0
18b	0	7.8	0
19a	0	1.2	0
19b	0	0	8.2
20	0	0	0
21	0	0	0.4
22	0	0	0.4
23	0	1.8	0
24	0.3	0	0
25	0.2	0	0
26a	0	3.7	0.5
26b	0.4	1.0	0
27	0.1	0.1	0

[1] The procedures used in each stage of imputation for the Student Records Questionnaire (SASS-5) are described in section G of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-33.--Percent of Indian School Student Record (SASS-5) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
4	0	0	0.5
5	4.4	0	0.8
6	0	0	0
7a	0	0.2	0
7b	0	3.7	0
7c	0	1.9	0
7d	0	1.7	0
7e	0	3.9	0
8a	0	0.8	0
8b	0	13.2	0
9	0	1.3	0
10	0	0	0
11	0.7	7.4	0
12	0	3.9	0
13	0	3.4	0
14	0	4.2	0
15	0	3.7	0
16a	0	3.4	0
16b	0	6.6	0
17	0	2.7	0
18a	0	2.4	0
18b	0	7.0	0
19a	0	1.8	0
19b	0	0	20.0
20	0	0	0
21	0	0	0.3
22	0	0	0.8
23	0	0.5	0
24	0.8	0.7	0
25	1.2	0.8	0
26a	0	4.0	0
26b	1.2	0.5	0
27	0.5	0.3	0

[1] The procedures used in each stage of imputation for the Student Records Questionnaire (SASS-5) are described in section G of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-34.--Student Records Questionnaire (SASS-5) imputation variables

Variable name	Description	Values
NLEVEL	Instructional level of school	1 = Elementary 2 = Combined, more elementary than secondary 3 = Combined, comparable elementary and secondary student counts (or all students are ungraded) 4 = Combined, more secondary than elementary 5 = Secondary
URB	Type of community where school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
AFFILS (private school students only)	School's religious affiliation and/or association membership	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation or orientation not included in categories 1-5 7 = Religious schools, unknown affiliation/association 8 = Secular school - regular program 9 = Secular school - special program, vocational or alternative 10 = Secular school - special education 11 = Secular school - unknown program 12 = Unknown
AFFLG (private school students only)	General affiliation code	1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unknown
GRLEVEL	Student's grade level	1 = Any of grades 1-6 2 = Grade 7 or 8 3 = Grade 9 or 10 4 = Grade 11 or 12
INDPER	Percentage of American Indian students in school	1 = 19.5% or more students are Indian 2 = Less than 19.5% students are Indian 3 = Unknown
GROUP	States grouped for Indian school student file	1 = Arizona 2 = New Mexico 3 = South Dakota 4 = North Dakota 5 = All other states

Figure VIII-34.--Student Records Questionnaire (SASS-5) imputation variables, *continued*

Variable name	Description	Values
GPA	Grade point average based on school's grading system	1 = 0-.9 on 0 to 4.0 scale 0-1.2 on 0 to 5.0 scale 0-24.9 on 0 to 100 scale 2 = 1-1.4 on 0 to 4.0 scale 1.3-1.8 on 0 to 5.0 scale 25-36.9 on 0 to 100 scale 3 = 1.5-1.9 on 0 to 4.0 scale 1.9-2.4 on 0 to 5.0 scale 37-49.9 on 0 to 100 scale 4 = 2.0-2.4 on 0 to 4.0 scale 2.5-3.0 on 0 to 5.0 scale 50-61.9 on 0 to 100 scale 5 = 2.5-2.9 on 0 to 4.0 scale 3.1-3.7 on 0 to 5.0 scale 62-74.9 on 0 to 100 scale 6 = 3.0-3.4 on 0 to 4.0 scale 3.8-4.3 on 0 to 5.0 scale 75-86.9 on 0 to 100 scale 7 = 3.5-3.9 on 0 to 4.0 scale 4.4-4.9 on 0 to 5.0 scale 87-99.9 on 0 to 100 scale 8 = 4.0-5.0 on 0 to 4.0 scale 5.0 on 0 to 5.0 scale 100.0 on 0 to 100 scale 9 = A to E scale A to F scale Other scale 10 = Unknown

Figure VIII-35.--Public School Students (SASS-5A) matching variables and collapse order

Items[1]	Matching variables	Order of collapse
6, 12, 13	INDPER, URB, GRLEVEL	GRLEVEL, URB, INDPER
7	INDPER, URB, NLEVEL	NLEVEL, URB, INDPER
8, 18, 26	INDPER, TYPE, GRLEVEL	GRLEVEL, TYPE, INDPER
9, 11, 14	INDPER, GRLEVEL, URB	URB, GRLEVEL, INDPER
15, 16, 17, 19	INDPER, TYPE, GRLEVEL, NLEVEL	NLEVEL, GRLEVEL, TYPE, INDPER
23	INDPER, GRLEVEL, NLEVEL	NLEVEL, GRLEVEL, INDPER
24, 25, 27	INDPER, TYPE, GRLEVEL, GPA	GPA, GRLEVEL, TYPE, INDPER

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-36.--Private School Students (SASS-5B) matching variables and collapse order

Items[1]	Matching variables	Order of collapse
6	INDPER, URB, GRLEVEL	GRLEVEL, URB, INDPER
7	INDPER, URB, NLEVEL	NLEVEL, URB, INDPER
8, 26	INDPER, TYPE, GRLEVEL	GRLEVEL, TYPE, INDPER
9	INDPER, GRLEVEL, URB	URB, GRLEVEL, INDPER
11, 14	INDPER, AFFILS, GRLEVEL, URB	URB, GRLEVEL, AFFILS, INDPER
12, 13	INDPER, AFFILS, URB, GRLEVEL	GRLEVEL, URB, AFFILS, INDPER
15, 16	INDPER, TYPE, AFFILS, GRLEVEL, NLEVEL	NLEVEL, GRLEVEL, AFFILS, TYPE, INDPER
17, 19	INDPER, TYPE, GRLEVEL, NLEVEL	NLEVEL, GRLEVEL, TYPE, INDPER
18	INDPER, TYPE, AFFILS, GRLEVEL	GRLEVEL, AFFILS, TYPE, INDPER
23	INDPER, AFFILS, GRLEVEL, NLEVEL	NLEVEL, GRLEVEL, AFFILS, INDPER
24, 25	INDPER, TYPE, GRLEVEL, GPA	GPA, GRLEVEL, TYPE, INDPER
27	INDPER, TYPE, AFFILS, GRLEVEL, GPA	GPA, GRLEVEL, AFFILS, TYPE, INDPER

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-37.--Indian School Students (SASS-5C) matching variables and collapse order

Items[1]	Matching variables	Order of collapse
6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 26	GROUP, GRLEVEL	GRLEVEL, GROUP
24, 25, 27	GROUP, GRLEVEL, GPA	GPA, GRLEVEL, GROUP

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-38.--Percent of Public School Library Media Center (LS-1A) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
1a (any part)	1.2	0	0.1
1b (any part)	1.8	0	0.2
1c (any part)	0.3	0.3	0.2
2a	4.7	0	0.1
2b	3.6	0	0.3
2c	1.7	0	0.8
2d	5.2	0	0.2
3a	8.8	0.1	0.8
3b	17.9	0.1	0.8
3c	19.2	0.1	0.8
4a	0	0.5	0
4b (adult volunteers)	0	8.5	0.7
4b (student volunteers)	0	3.6	0.3
5a (books)	0.4	11.9	0
5b (books)	0	19.1	0
5c (books)	0.9	10.2	0
5a (subscriptions)	5.1	15.7	0
5b (subscriptions)	14.0	17.8	0
5c (subscriptions)	2.3	11.1	0
5a (video materials)	5.6	14.1	0.3
5b (video materials)	2.1	19.7	0
5c (video materials)	7.5	13.6	0
5a (other AV)	9.1	18.8	0.5
5b (other AV)	0	28.1	0
5c (other AV)	9.9	15.2	0
5a (software)	5.4	14.0	0.2
5b (software)	0.1	20.7	0
5c (software)	6.7	11.8	0
5a (CD-ROM)	12.1	8.4	0
5b (CD-ROM)	10.8	12.1	0
5c (CD-ROM)	14.1	9.2	0
6	0.1	9.1	0
7a	0	7.9	0.1
7b	1.1	10.2	0
7c	4.8	2.6	0
8a(1)	0	1.7	0
8a(2)	0	3.3	0
8b(1)	0	2.9	0
8b(2)	0	4.0	0
8c(1)	0	2.5	0
8c(2)	0	4.6	0
8d(1)	0	2.0	0
8d(2)	0	3.5	0
8e(1)	0	2.0	0
8e(2)	0	2.9	0
8f(1)	0	2.0	0
8f(2)	0	2.8	0
8g(1)	0	2.0	0
8g(2)	0	3.5	0

Figure VIII-38.--Percent of Public School Library Media Center (LS-1A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
8h(1)	0	2.0	0
8h(2)	0	3.0	0
8i(1)	0.8	1.3	0
8i(2)	0.8	2.3	0
8j(1)	0	2.1	0
8j(2)	0	3.7	0
8k(1)	0	3.2	0
8k(2)	0	4.5	0
8l(1)	0	2.7	0
8l(2)	0	3.4	0
8m(1)	0	2.7	0
8m(2)	0	4.0	0
8n(1)	0	2.3	0
8n(2)	0	3.7	0
9	0	1.5	0
10a	0	1.4	0
10b	0	1.9	0
10c	0	1.7	0
11a	1.2	1.7	0
11b	0	6.0	0
12a	0	0.7	0
12b	0	0.8	0
12c	0.1	1.2	0
12d	0.1	0.8	0
12e	0.1	0.8	0
12f	0	1.3	0
12g	0	1.5	0
12h	0	0.9	0
12i	0	0.9	0
12j	0	1.4	0
13a	0	3.8	0
13b	0	3.8	0
13c	0	3.8	0
13d	0	3.8	0
14a	0	0.8	0
14b	0	1.3	0
15	0	1.3	0
16a	0.1	0.9	0
16b	0	1.2	0
17	0	0.8	0
18	0	2.3	0
19	0	0.8	0
20	0	0.9	0
21a	0	1.2	0
21b	0	1.7	0
22	0	2.0	0
23	0	1.0	0

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Figure VIII-38.--Percent of Public School Library Media Center (LS-1A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
24a	0	3.8	0
24b	0	2.8	0
24c	0	5.8	0
24d	0	4.4	0
25	37.4	5.4	0.7
26	0	10.9	0
27a	0	1.6	0
27b	0	1.7	0
27c	0	1.7	0
27d	0	1.5	0
27e	0	1.6	0
27f	0	1.3	0
28a	0	2.3	0
28b	0	2.2	0
28c	0	1.4	0
28d	0	2.0	0

[1] The procedures used in each stage of imputation for the Public School Library Media Center Questionnaire (LS-1A) are described in section H of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-39.--Percent of Private School Library Media Center (LS-1B) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
1a (any part)	0.7	0	0
1b (any part)	1.8	0	0.4
1c (any part)	0.7	0.2	0.3
1d	0.1	0	0
1e (any part)	0	2.2	0.5
2a	4.2	0.3	0.4
2b	3.5	0.3	0.7
2c	1.9	0.3	0.9
2d	4.7	0.3	0.4
3a	4.1	0.6	1.0
3b	10.2	0.8	1.0
3c	11.6	0.6	1.1
4a	0	0.6	0
4b (adult volunteers)	0	2.6	0.2
4b (student volunteers)	0	5.0	0.5
5a (books)	1.2	11.7	1.7
5b (books)	0.2	17.3	5.8
5c (books)	2.7	11.7	2.9
5a (subscriptions)	6.0	14.5	0.3
5b (subscriptions)	10.4	18.6	0.3
5c (subscriptions)	5.2	13.2	0.5
5a (video materials)	9.4	10.9	0.7
5b (video materials)	7.4	14.3	0.5
5c (video materials)	12.0	12.9	0.6
5a (other AV)	8.2	15.7	0.8
5b (other AV)	1.4	23.4	0.3
5c (other AV)	9.4	14.2	0.3
5a (software)	3.3	10.2	0.3
5b (software)	0.6	13.9	0.2
5c (software)	4.7	8.8	0.5
5a (CD-ROM)	15.6	4.8	0.2
5b (CD-ROM)	16.0	6.9	0.2
5c (CD-ROM)	16.6	6.3	0
6	0.1	12.2	1.5
7a	0	5.4	0.1
7b	2.4	8.9	0.2
7c	5.3	1.1	0.1
8a(1)	0	2.7	0
8a(2)	0	4.5	0
8b(1)	0	4.5	0
8b(2)	0	5.0	0
8c(1)	0	3.4	0
8c(2)	0	5.7	0
8d(1)	0	3.0	0
8d(2)	0	5.0	0
8e(1)	0	2.8	0
8e(2)	0	5.0	0
8f(1)	0	2.7	0
8f(2)	0	4.7	0
8g(1)	0	3.4	0
8g(2)	0	4.8	0

Figure VIII-39.--Percent of Private School Library Media Center (LS-1B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
8h(1)	0	2.6	0
8h(2)	0	3.8	0
8i(1)	0.4	1.7	0
8i(2)	0.4	3.4	0
8j(1)	0	2.8	0
8j(2)	0	5.2	0
8k(1)	0	3.3	0
8k(2)	0	4.9	0
8l(1)	0	3.5	0
8l(2)	0	4.0	0
8m(1)	0	3.9	0
8m(2)	0	4.3	0
8n(1)	0	2.8	0
8n(2)	0	4.3	0
9	0	1.8	0
10a	0	1.6	0
10b	0	2.8	0
10c	0	2.1	0
11a	0.6	3.7	0
11b	0	6.3	0
12a	0	1.2	0
12b	0	1.5	0
12c	0.2	1.8	0
12d	0.2	1.4	0
12e	0.2	1.2	0
12f	0.2	1.8	0
12g	0.2	2.1	0
12h	0.1	1.6	0
12i	0	1.9	0
12j	0.1	1.7	0
13a	0	4.1	0
13b	0	4.1	0
13c	0	4.1	0
13d	0	4.1	0
14a	0	1.5	0
14b	0	2.1	0
15	0.4	2.2	0
16a	0.1	1.4	0
16b	0	1.1	0
17	0	1.4	0
18	0	3.0	0
19	0	1.7	0
20	0	1.6	0
21a	0	2.0	0
21b	0	2.0	0
22	0	2.5	0
23	0	1.6	0

Figure VIII-39.--Percent of Private School Library Media Center (LS-1B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
24a	0	4.4	0
24b	0	3.9	0
24c	0	6.8	0
24d	0	5.6	0
25	26.5	5.3	2.2
26	0	11.7	0
27a	0	2.4	0
27b	0	1.7	0
27c	0	1.6	0
27d	0	1.3	0
27e	0	1.8	0
27f	0	0.9	0
28a	0	2.8	0
28b	0	2.5	0
28c	0	2.1	0
28d	0	2.5	0

[1] The procedures use din each stage of imputation for the Private School Library Media Center Questionnaire (LS-1B) are described in section H of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-40.--Percent of Indian School Library Media Center (LS-1C) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Clerical[3] (Percent)
1a (any part)	1.6	0.8
1b (any part)	0	1.6
1c (any part)	0	0.8
2a	6.3	0.8
2b	6.3	0.8
2c	2.4	3.1
2d	8.7	0.8
3a	6.3	3.1
3b	8.7	3.1
3c	11.8	3.1
4a	0	0.8
4b (adult volunteers)	0	20.0
4b (student volunteers)	0	0
5a (books)	0.8	11.8
5b (books)	0	19.7
5c (books)	3.9	11.8
5a (subscriptions)	8.7	7.9
5b (subscriptions)	9.4	13.4
5c (subscriptions)	1.6	13.4
5a (video materials)	7.1	11.0
5b (video materials)	0.8	18.1
5c (video materials)	4.7	10.2
5a (other AV)	9.4	11.8
5b (other AV)	0.8	22.0
5c (other AV)	7.9	10.2
5a (software)	7.1	6.3
5b (software)	0	15.7
5c (software)	4.7	5.5
5a (CD-ROM)	14.2	1.6
5b (CD-ROM)	12.6	3.9
5c (CD-ROM)	13.4	1.6
6	0	9.4
7a	0	6.3
7b	0	6.3
7c	6.3	0.8
8a(1)	0	3.9
8a(2)	0	7.9
8b(1)	0	3.9
8b(2)	0	6.3
8c(1)	0	2.4
8c(2)	0	7.1
8d(1)	0	3.9
8d(2)	0	6.3
8e(1)	0	4.7
8e(2)	0	4.7
8f(1)	0	4.7
8f(2)	0	5.5
8g(1)	0	5.5
8g(2)	0	2.4

Figure VIII-40.--Percent of Indian School Library Media Center (LS-1C) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Clerical[3] (Percent)
8h(1)	0	3.9
8h(2)	0	2.4
8i(1)	0	1.6
8i(2)	0	3.9
8j(1)	0	1.6
8j(2)	0	5.5
8k(1)	0	4.7
8k(2)	0	8.7
8l(1)	0	2.4
8l(2)	0	3.1
8m(1)	0	3.9
8m(2)	0	3.9
8n(1)	0	3.1
8n(2)	0	2.4
9	0	1.6
10a	0	0.8
10b	0	4.1
10c	0	3.1
11a	1.6	0.8
11b	0	8.1
12a	0	0.8
12b	0	1.6
12c	0.8	1.6
12d	0.8	0.8
12e	1.6	0
12f	0.8	0.8
12g	0.8	0
12h	0.8	0
12i	0	0.8
12j	1.6	0.8
13a	0	0.8
13b	0	1.6
13c	0	2.4
13d	0	0.8
14a	0	0
14b	0	0
15	0	0.8
16a	0.8	0.8
16b	0	0
17	0	0.8
18	0	5.5
19	0	2.4
20	0	2.4
21a	0	0
21b	0	1.6
22	0	1.0
23	0	1.6

Figure VIII-40.--Percent of Indian School Library Media Center (LS-1C) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Clerical[3] (Percent)
24a	0	1.6
24b	0	1.6
24c	0	3.9
24d	0	3.1
25	33.1	5.5
26	0	7.9
27a	0	0
27b	0	0.8
27c	0	0
27d	0	0
27e	0	0
27f	0	0
28a	0	0
28b	0	0
28c	0	1.6
28d	0	0.8

[1] The procedures used in each stage of imputation for the Indian School Library Media Center Questionnaire (LS-1C) are described in section H of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

[3] For the Indian School Library Media Center Questionnaire (LS-1C), the clerical imputation included procedures similar to those in stage 2 for other questionnaires, i.e., entries from the record for a similar library were used to impute missing values.

Figure VIII-41.--Library Media Center Questionnaire (LS-1A/1B/1C) items[1] imputed by using other data on record

Imputed item	Source items
1a	1b, 2
1b	1a
2	1a, 1b
3	2
5	6, 11, 12, 27
6	5
7	11, 12, 27
11	7, 12
12	11
15	13
16	13
27	5

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-42.--Public School Library Media Center (LS-1A) imputation variables

Variable name	Description	Values
ENR	Enrollment size code for school	1 = 1-299 students 2 = 300-599 3 = 600 or more 4 = Unknown
LEVEL	Instructional level of school	1 = Elementary 2 = Combined or ungraded 3 = Secondary
URB	Type of community where school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
TYPE	Type of school	1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Unknown
BKCLSZ	Library book collection size	1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown

Figure VIII-43.--Public School Library Media Center (LS-1A) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
11, 12	ENR, BKCLSZ, LEVEL	LEVEL, BKCLSZ, ENR
5(1)	ENR, LEVEL, TYPE	TYPE, LEVEL, ENR
5(2)-5(6), 6, 7	ENR, BKCLSZ, LEVEL	LEVEL, BKCLSZ, ENR
1c, 2, 3, 4, 10, 14	ENR, LEVEL, BKCLSZ	BKCLSZ, LEVEL, ENR
17	LEVEL, BKCLSZ, ENR	ENR, BKCLSZ, LEVEL
18, 19, 20	BKCLSZ, ENR, LEVEL	LEVEL, ENR, BKCLSZ
21, 22, 23, 24, 25	ENR, LEVEL, BKCLSZ	BKCLSZ, LEVEL, ENR
26, 27	BKCLSZ, ENR, LEVEL	LEVEL, ENR, BKCLSZ
9, 13, 15	ENR, LEVEL, URB	URB, LEVEL, ENR
8, 16, 28	LEVEL, ENR, TYPE	TYPE, ENR, LEVEL

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-44.--Private School Library Media Center (LS-1B) imputation variables

Variable name	Description	Values
AFFLG	General affiliation of school	1 = Catholic 2 = Other religious affiliation 3 = No religious affiliation 4 = Unknown
ENR	Enrollment size code for school	1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown
LEVEL	Instructional level of school	1 = Elementary 2 = Combined or ungraded 3 = Secondary
URB	Type of community where school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
BKCLSZ	Library book collection size	1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown

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Figure VIII-45.--Private School Library Media Center (LS-1B) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
11, 12	AFFLG, ENR, LEVEL	LEVEL, ENR, AFFLG
5(1)	ENR, LEVEL, AFFLG	AFFLG, LEVEL, ENR
5(2)-5(6), 6, 7, 1c	AFFLG, ENR, BKCLSZ, LEVEL	LEVEL, BKCLSZ, ENR, AFFLG
1d, 1e	AFFLG, ENR, BKCLSZ, LEVEL	LEVEL, BKCLSZ, ENR
2, 3, 4	AFFLG, ENR, BKCLSZ, LEVEL	LEVEL, BKCLSZ, ENR, AFFLG
10	ENR, LEVEL, AFFLG	AFFLG, LEVEL, ENR
17, 18, 19, 20, 21, 22, 23, 24	BKCLSZ, ENR, LEVEL	LEVEL, ENR, BKCLSZ
25	ENR, LEVEL, BKCLSZ	BKCLSZ, LEVEL, ENR
26, 27	BKCLSZ, ENR, LEVEL	LEVEL, ENR, BKCLSZ
9, 13, 15	AFFLG, ENR, LEVEL, URB	URB, LEVEL, ENR, AFFLG
8, 16, 28	LEVEL, ENR, AFFLG	AFFLG, ENR, LEVEL

[1] The wording for these questionnaire items can be found in Appendix F.

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Figure VIII-46.--Percent of Public School Library Media Specialist/Librarian (LS-2A) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
1	0.9	0	0
2	0	0	0
3	0	0.4	0
4	0	0.1	0
5a	0	0.4	0
5b	0	1.0	0
5c	0	0.3	0
6	0	6.7	0
7	0	0	0
8	0	0.1	0
9	6.2	0.6	0
10a	0.1	0	0
10b	0	4.6	0
11	0.9	7.0	0
12a	0.2	0	0
12b	0	1.2	0
12c	1.5	0	0
12d	1.4	0	0
12e	0	0.4	0
13a	0.1	0	0
13b	0.1	0.9	0
13c	0	1.9	0
14a	3.9	0	0
14b (Associate degree)	0.3	0	0
14c (Associate degree)	0	6.5	0
14d (Associate degree)	6.5	0	0
14b (Education specialist)	0.3	0	1.1
14c (Education specialist)	0	20.8	0
14d (Education specialist)	0	24.1	0.5
14b (Ph.D.)	0.3	0	0
14c (Ph.D.)	0	21.0	0
14d (Ph.D.)	0	23.7	2.6
15a	0	0.1	0
15b	0	0.5	0
15c	0	0.4	0
16a	0	0.8	0
16b	0	0.3	0
16c	0	0.8	0
17a	0	0	0
17b	0	1.0	0
17c	0	2.0	0

Figure VIII-46.--Percent of Public School Library Media Specialist/Librarian (LS-2A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
18a	0	0.7	0
18b(1)	14.9	2.0	0
18b(2)	5.5	2.0	0.1
18b(3)	11.1	2.0	0.1
18b(4)	21.6	2.0	0.1
18b(5)	23.6	2.0	0.1
18b(6)	34.6	2.0	0.1
18b(7)	35.4	2.0	0.1
18b(8)	36.7	2.0	0.1
18b(9)	36.1	2.0	0.1
18b(10)	29.6	2.0	0.1
19	0	1.7	0
20	0	3.1	0
21a	0	0.5	0
421b	0	0.4	0
21c	0	1.5	0
21d	0	1.1	0
21e	0	1.1	0
21f	0	0.6	0
21g	0	0.7	0
21h	0	0.6	0
21i	0	0.5	0
21j	0	0.7	0
21k	0	0.5	0
21l	0	1.5	0
21m	0	0.7	0
21n	0	0.5	0
21o	0	0.5	0
21p	0	0.8	0
21q	0	1.3	0
21r	0	1.2	0
21s	0	0.7	0
21t	0	0.7	0
21u	0	0.7	0
21v	0	1.8	0
21w	0	0.5	0
21x	0	0.6	0
21y	0	0.5	0
21z	0	0.6	0
22a	0	0.5	0
22b	0	0.8	0
22c	0	1.0	0
22d	0	0.4	0
22e	0	0.7	0
22f	0	1.4	0
22g	0	0.7	0
22h	0	0.8	0
23a	0	0.8	0
23b	0	4.5	0
24	0	1.5	0
25	0	1.0	0

Figure VIII-46.--Percent of Public School Library Media Specialist/Librarian (LS-2A) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
26a(1)	4.1	1.3	0.2
26a(1) (Amount)	0	9.9	0.3
26a(2)	2.3	1.5	0
26a(2) (Amount)	0	2.7	0
26a(3)	2.5	1.6	0.1
26a(3) (Amount)	0	4.0	0
26a(4)	2.2	1.7	0.1
26a(4) (Amount)	0	3.5	1.8
26a(5)	2.6	1.7	0.1
26a(5) (Amount)	0	4.7	0.5
26b(1)	0	7.1	1.0
26b(2)	0.7	2.4	0
26b(2) (Amount)	0	5.3	0.2
26b(3)	4.8	1.9	0.1
26b(3) (Amount)	0	16.0	1.0
26b(4)	0	3.4	0
26b(5)	1.3	3.4	0
26b(5) (Amount)	0	5.3	0.2
26c	2.9	8.9	0.9
27	0	1.4	0
28	1.9	7.4	0.2
29	0	1.0	0
30	0	2.1	0
31	0	3.0	0
32	1.8	0	0
33	0	1.7	0
34	1.8	0.3	0
35	0	0.3	0
36	0	2.0	0
36 (Persons)	0	4.4	0

[1] The procedures used in each stage of imputation for the Public School Library Media Specialist/Librarian Questionnaire (LS-2A) are described in section I of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-47.--Percent of Private School Library Media Specialist/Librarian (LS-2B) entries imputed in each stage[1]

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
1	1.0	0	0
2	0	0	0
3	0	0.7	0
4	0	0.3	0
5a	0	0	0
5b	0	0.5	0
5c	0	0	0
6	0	3.2	0
7	0	0	0
8	0	0.3	0
9	1.1	2.2	0
10a	0	0	0.4
10b	0	2.7	0
11	1.2	5.8	0
12a	0.8	0	0
12b	0	1.9	0
12c	2.1	0	0
12d	1.9	0	0
12e	0	2.1	0
13a	0.1	0	0
13b	0	0.6	0
13c	0	1.4	0
14a	5.2	0	0
14b (Associate degree)	0.6	0	0
14c (Associate degree)	0	4.1	0
14d (Associate degree)	6.2	0	0
14b (Education specialist)	0.6	0	0
14c (Education specialist)	0	26.9	0
14d (Education specialist)	0	23.9	6.0
14b (Ph.D.)	0.6	0	0
14c (Ph.D.)	0	22.7	4.5
14d (Ph.D.)	0	18.2	9.1
15a	0	0.1	0
15b	0	0.3	0
15c	0	0.5	0
16a	0	1.2	0
16b	0	0.8	0
16c	0	1.0	0
17a	0	0	0
17b	0	1.1	0
17c	0	3.4	0

Figure VIII-47.--Percent of Private School Library Media Specialist/Librarian (LS-2B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
18a	0	0.7	0
18b(1)	22.8	2.8	0
18b(2)	9.2	2.8	0
18b(3)	16.9	2.8	0
18b(4)	24.9	2.8	0
18b(5)	24.0	2.8	0
18b(6)	42.3	2.8	0
18b(7)	45.4	2.8	0
18b(8)	46.8	2.8	0
18b(9)	46.4	2.8	0
18b(10)	35.8	2.8	0
19	0	1.7	0
20	0	3.1	0
21a	0	1.0	0
21b	0	0.5	0
21c	0	2.4	0
21d	0	2.5	0
21e	0	1.7	0
21f	0	0.9	0
21g	0	1.0	0
21h	0	0.8	0
21i	0	0.8	0
21j	0	1.2	0
21k	0	0.9	0
21l	0	2.3	0
21m	0	0.8	0
21n	0	0.8	0
21o	0	0.9	0
21p	0	1.0	0
21q	0	2.5	0
21r	0	1.3	0
21s	0	1.2	0
21t	0	1.4	0
21u	0	1.1	0
21v	0	3.3	0
21w	0	0.7	0
21x	0	1.3	0
21y	0	0.9	0
21z	0	1.2	0
22a	0	1.2	0
22b	0	5.7	0
22c	0	1.2	0
22d	0	0.8	0
22e	0	3.4	0
22f	0	2.9	0
22g	0	1.0	0
22h	0	1.3	0
23a	0	0.9	0
23b	0	16.3	0
24	0	4.2	0
25	0	3.5	0

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Figure VIII-47.--Percent of Private School Library Media Specialist/Librarian (LS-2B) entries imputed in each stage,[1] *continued*

Item[2]	Stage 1 (Percent)	Stage 2 (Percent)	Clerical (Percent)
26a(1)	3.6	2.9	0.1
26a(1) (Amount)	0	11.2	0
26a(2)	2.5	3.1	0.1
26a(2) (Amount)	0	2.6	0
26a(3)	2.7	3.2	0.1
26a(3) (Amount)	0	10.6	0
26a(4)	2.2	3.1	0
26a(4) (Amount)	0	13.6	4.5
26a(5)	2.5	3.6	0.1
26a(5) (Amount)	0	8.4	0
26b(1)	0	12.6	1.1
26b(2)	0.4	3.2	0.1
26b(2) (Amount)	0	11.4	0
26b(3)	4.1	3.2	0
26b(3) (Amount)	0	16.2	1.6
26b(4)	0	4.9	0
26b(5)	0.7	4.6	0
26b(5) (Amount)	0	6.8	0
26c	2.4	14.1	0.3
26d	6.3	27.9	1.2
27	0	2.2	0
28	0.9	13.3	0.3
29	0	0.6	0
30	0	1.6	0
31	0	3.3	0
32	1.5	0	0
33	0	1.0	0
34	2.2	0.2	0
35	0	0.6	0
36	0	2.4	0
36 (Persons)	0	13.2	0

[1] The procedures used in each stage of imputation for the Private School Library Media Specialist/Librarian Questionnaire (LS-2B) are described in section I of this chapter.

[2] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-48.--Percent of Indian School[1] Library Media Specialist/Librarian (LS-2C) entries imputed in each stage[2]

Item[3]	Stage 1 (Percent)	Clerical (Percent)
[illegible]	0	0
2	0	0
3	0	0
4	0	0
5a	0	0
5b	6.7	0
5c	0	0
6	0	6.3
7	0	0
8	0	0
9	0	4.1
10a	0	0
10b	0	6.3
11	2.0	12.2
12a	0	0
12b	0	1.1
12c	0	0
12d	1.1	1.1
12e	0	0
13a	0	0
13b	0	2.3
13c	0	2.3
14a	2.0	0
14b (Associate degree)	0	0
14c (Associate degree)	0	23.1
14d (Associate degree)	15.4	0
14b (Education specialist)	0	0
14c (Education specialist)	0	16.7
14d (Education specialist)	0	16.7
14b (Ph.D.)	0	0
14c (Ph.D.)	0	0
14d (Ph.D.)	0	0
15a	0	0
15b	0	0
15c	0	0
16a	0	1.0
16b	0	0
16c	0	0
17a	0	0
17b	0	1.3
17c	0	5.2

Figure VIII-48.–Percent of Indian School[1] Library Media Specialist/Librarian (LS-2C) entries imputed in each stage,[2] ***continued***

Item[3]	Stage 1 (Percent)	Clerical (Percent)
18a	0	1.0
18b(1)	11.3	2.8
18b(2)	9.9	2.8
18b(3)	19.7	2.8
18b(4)	29.6	1.4
18b(5)	15.5	2.8
18b(6)	38.0	2.8
18b(7)	40.8	2.8
18b(8)	39.4	2.8
18b(9)	40.8	2.8
18b(10)	35.2	2.8
19	0	1.0
20	0	2.0
21a	0	0
21b	0	0
21c	0	1.0
21d	0	0
21e	0	3.1
21f	0	1.0
21g	0	1.0
21h	0	0
21i	0	0
21j	0	0
21k	0	0
21l	0	7.1
21m	0	0
21n	0	0
21o	0	0
21p	0	1.0
21q	0	0
21r	0	1.0
21s	0	0
21t	0	1.0
21u	0	0
21v	0	7.1
21w	0	0
21x	0	1.0
21y	0	1.0
21z	0	1.0
22a	0	1.0
22b	0	1.0
22c	0	2.0
22d	0	1.0
22e	0	3.1
22f	0	2.0
22g	0	1.0
22h	0	2.0
23a	0	0
23b	0	1.4
24	0	1.0
25	0	2.0

Figure VIII-48.--Percent of Indian School[1] Library Media Specialist/Librarian (LS-2C) entries imputed in each stage,[2] *continued*

Item[3]	Stage 1 (Percent)	Clerical (Percent)
26a(1)	4.1	1.0
26a(1) (Amount)	0	5.9
26a(2)	2.0	0
26a(2) (Amount)	0	0
26a(3)	2.0	0
26a(3) (Amount)	0	0
26a(4)	2.0	0
26a(4) (Amount)	0	0
26a(5)	3.1	1.0
26a(5) (Amount)	0	0
26b(1)	0	2.0
26b(2)	0	0
26b(2) (Amount)	0	0
26b(3)	6.1	3.1
26b(3) (Amount)	0	0
26b(4)	0	0
26b(5)	0	2.0
26b(5) (Amount)	0	0
26c	1.0	4.1
27	0	1.0
28	6.1	6.1
29	0	0
30	0	3.1
31	0	3.1
32	0	0
33	0	0
34	0	0
35	0	0
36	0	0
36 (Persons)	0	7.7

[1] Within this chapter, "Indian school" refers to schools selected to receive the SASS-3C school questionnaire; i.e., schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (LEA). These schools may be operated by the BIA, a tribe, or a private contractor.

[2] The procedures used in each stage of imputation for the Indian School Library Media Specialist/Librarian Questionnaire (LS-2C) are described in section H of this chapter.

[3] The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-49.–Library Media Specialist/Librarian Questionnaire (LS-2A/2B/2C) items[1] imputed by using other data on record

Imputed item	Source items
1	2, 3, 5
5	1
10	7, 11, 12
11	7, 10, 12
12a	13a, 14b, 11, 12, 27
12c	32
13a	14b
14b(associate degree)	32
17a	12a
28	26, 33
32	12c, 14d
34	35

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-50.–Public School Library Media Specialist/Librarian (LS-2A) imputation variables

Variable name	Description	Values
ENR	Enrollment size code for school	1 = 1-299 students 2 = 300-599 3 = 600 or more 4 = Unknown
LEVEL	Instructional level of school	1 = Elementary 2 = Combined or ungraded 3 = Secondary
URB	Type of community where school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
BKCLSZ	Library book collection size	1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown
MINEN	Percent minority enrollment at school	1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown
AGE	Respondent's age category	1 = Less than 30 years old 2 = 30-45 3 = 46-60 4 = More than 60
LIBEXP	Years as a librarian in all schools	1 = 1-3 years 2 = 4-15 3 = 16-30 4 = More than 30 5 = Unknown
HIGHDEG	Highest degree earned by respondent	1 = Associate degree or no degree 2 = Bachelor's degree 3 = Master's degree or higher
FUL-PART	Full-time/part-time status	1 = Full-time librarian at this school 2 = Part-time librarian at this school 3 = Unknown

Figure VIII-51.–Public School Library Media Specialist/Librarian (LS-2A) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
3, 5, 1, 4, 6	ENR, LEVEL, BKCLSZ, URB	URB, BKCLSZ, LEVEL, ENR
19	LEVEL, ENR, BKCLSZ, URB	URB, BKCLSZ, ENR, LEVEL
8, 10, 11	AGE, LIBEXP, HIGHDEG	HIGHDEG, LIBEXP, AGE
9, 12b, 12e, 13b	LEVEL, AGE, LIBEXP, URB	URB, LIBEXP, AGE, LEVEL
13c, 14d	AGE, LIBEXP, LEVEL, URB	URB, LEVEL, LIBEXP, AGE
14c, 21, 22	LEVEL, AGE, LIBEXP, URB	URB, LIBEXP, AGE, LEVEL
23	AGE, LIBEXP, LEVEL, URB	URB, LEVEL, LIBEXP, AGE
29	LEVEL, AGE, LIBEXP, URB	URB, LIBEXP, AGE, LEVEL,
17c	LIBEXP, AGE, HIGHDEG, LEVEL	LEVEL, HIGHDEG, AGE, LIBEXP
33, 34, 35, 36, 15	AGE, HIGHDEG, LIBEXP, LEVEL	LEVEL, LIBEXP, HIGHDEG, AGE
16, 17b	HIGHDEG, LEVEL, LIBEXP, AGE	AGE, LIBEXP, LEVEL, HIGHDEG
18, 20	LEVEL, FUL-PART, HIGHDEG	HIGHDEG, FUL-PART, LEVEL
24, 25, 26, 28, 27	STATE, HIGHDEG, LEVEL, LIBEXP, FUL-PART, URB	URB, FUL-PART, LIBEXP, LEVEL, HIGHDEG
30, 31	STATE, MINEN, URB, LIBEXP	LIBEXP, URB, MINEN

[1] The wording for these questionnaire items can be found in Appendix F.

Figure VIII-52.--Private School Library Media Specialist/Librarian (LS-2B) imputation variables

Variable name	Description	Values
AFFLG	General affiliation of school	1 = Catholic 2 = Other religious affiliation 3 = No religious affiliation 4 = Unknown
ENR	Enrollment size code for school	1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown
LEVEL	Instructional level of school	1 = Elementary 2 = Combined or ungraded 3 = Secondary
URB	Type of community where school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
BKCLSZ	Library book collection size	1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown
MINEN	Percent minority enrollment at school	1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown
AGE	Respondent's age category	1 = Less than 30 years old 2 = 30-45 3 = 46-60 4 = More than 60
LIBEXP	Years as a librarian in all schools	1 = 1-3 years 2 = 4-15 3 = 16-30 4 = More than 30 5 = Unknown
HIGHDEG	Highest degree earned by respondent	1 = Associate degree or no degree 2 = Bachelor's degree 3 = Master's degree or higher
FUL-PART	Full-time/part-time status	1 = Full-time librarian at this school 2 = Part-time librarian at this school 3 = Unknown

Figure VIII-53.–Private School Library Media Specialist (LS-2B) matching variables and collapse ordering

Items[1]	Matching variables	Order of collapse
3, 5, 1, 4, 6	AFFLG, ENR, LEVEL, BKCLSZ	BKCLSZ, LEVEL, ENR
19	AFFLG, LEVEL, ENR, BKCLSZ	BKCLSZ, ENR, LEVEL
8, 10, 11	AFFLG, AGE, LIBEXP, HIGHDEG	HIGHDEG, LIBEXP, AGE
9, 12b, 12e, 13b	AFFLG, LEVEL, AGE, LIBEXP	LIBEXP, AGE, LEVEL
13c, 14d	AFFLG, AGE, LIBEXP, LEVEL	LEVEL, LIBEXP, AGE
14c, 21, 22, 29	AFFLG, LEVEL, AGE, LIBEXP	LIBEXP, AGE, LEVEL
23	AFFLG, AGE, LIBEXP, LEVEL	LEVEL, LIBEXP, AGE
17c, 33, 34, 35, 36, 15	AFFLG, AGE, HIGHDEG, LEVEL	LEVEL, HIGHDEG, AGE
16, 17b	AFFLG, HIGHDEG, LEVEL, AGE	AGE, LEVEL, HIGHDEG
18, 20	AFFLG, LEVEL, FUL-PART, HIGHDEG	HIGHDEG, FUL-PART, LEVEL
24, 25, 26	AFFLG, ENR, HIGHDEG, LIBEXP, FUL-PART, URB	URB, FUL-PART, LIBEXP, HIGHDEG, ENR
30, 31	AFFLG, MINEN, URB, LIBEXP	LIBEXP, URB, MINEN

[1] The wording for these questionnaire items can be found in Appendix F.

IX. Weighting

IX. Weighting

This section describes the weighting processes for the different SASS samples. The general purpose of the weighting is to produce estimates from the SASS sample data. That process includes adjustment for nonresponse using respondents' data, and adjustment of the sample totals to the frame totals to reduce sampling variability. For each component of SASS, the formula for the weight will be presented, along with a brief description of each component of the weight. When computations are done within cells, such as nonresponse adjustments, the cells will be described. Sometimes a cell did not have enough data to produce a reliable estimate; in such cases, cells were collapsed. The least important variables were always collapsed first. The collapsing criteria are also described.

First, the school weight will be described. Since the public and private school weights have the same structure, they will be presented together. They differ only in the definition of the cells used to compute the nonresponse adjustment factor and the first-stage ratio adjustment factor, a factor used to adjust for deficiencies in the sample selected from the frame. These cells will be described separately within the school weight section. Since the public and private administrator weights are similar to the school weights, they will be described next. In the fourth section, the public teacher demand and shortage weights will be described. The fifth describes how LEA basic weights were computed. In the sixth weighting section, the teacher weights will be described. Since the public and private school teacher weights have the same structure, they will be presented together. They differ only in the definition of the cells used to compute the various weighting factors. These cells will be described separately within the teacher weight section.

The seventh section describes the public and private school library weighting, while the eighth section describes the public and private school librarian weighting. The final section describes the student weighting.

A. School Weight (SASS Questionnaire Forms 3A, 3B, and 3C)

The final weight for the public and private school data is:

(Basic Weight) X (Sampling Adjustment Factor) X (Noninterview Adjustment Factor) X (First-Stage Ratio Adjustment Factor) X (Second-Stage Ratio Adjustment Factor)[18]

where:

Basic Weight is the inverse of the probability of selection of the school.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as a merger or duplication (e.g., a junior high school and a senior high school merge to become a junior/senior high school).

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[18] Private schools only.

Noninterview Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (basic weight x sampling adjustment factor) ratio of the total eligible in-scope schools to the total responding in-scope schools within cells.

First-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. For public schools, it is equal to the ratio of the total number of SASS frame noncertainty schools to the weighted sample estimate of the total number of non-certainty schools within each cell in the frame. For private schools, the adjustment is the same, except for the area frame. For the area frame, all schools in the non-certainty PSUs were in sample and we did not have universe counts for all non-certainty PSUs. These schools had a factor equal to 1. Certainty schools were excluded from the numerator and denominator of this factor and also had their factor set equal to 1.

Second-Stage Ratio Adjustment Factor (for private schools only) is a factor that adjusts sample estimates based on an older sampling frame to current independent control counts. It is the ratio of the weighted 1994 PSS estimates of schools to the weighted 1994 SASS sample estimate of schools within each cell. This adjustment applies to private schools but not to public. The analogous adjustment for public, to the CCD, has yielded unsatisfactory results due to recurring definitional and other differences between CCD and SASS. A report describing these discrepancies in complete detail is forthcoming from NCES.

For private schools, the original SASS sampling frames covered 26,463 schools. However, an estimated 2,676 of these schools (10.1%) were found to be out-of-scope when selected for sample. In addition, 2,306 schools were picked up as births in the 1994 PSS updating operations, which generally happened too late to be included in the 1994 SASS sampling frame. Due to these differences in the sampling frames, and in order to achieve more agreement in the estimates between 1994 PSS and 1994 SASS, the decision was made to ratio adjust. Caution should be exercised in looking at estimates of change. Previous SASS estimates reflect schools that remained on the frame. By adjusting for births, some change estimates may be misleading.

B. School Weighting Adjustment Cells

School noninterview and first and second-stage ratio adjustments are computed within cells. The schools are classified into cells based on sample frame data for the noninterview and first stage ratio adjustments. For the second stage ratio adjustment, private schools are classified into cells using questionnaire data.

1. Public and BIA School Adjustment Cells

For public schools, (except BIA and Native American schools) the noninterview adjustment cells were: state by school grade level by enrollment size class by urbanicity. If the factor was less than or equal to 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, urbanicity second, and grade level third).

For BIA elementary schools, the noninterview adjustment cells were grade level by enrollment size class; while BIA secondary and combined schools' cells were by grade level. Cells for Native American elementary schools were grade level by state (8 levels) by enrollment size class; while secondary school cells were grade level by state (8 levels). If the factor was less than or equal to 2.0 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed in the same sequence as in other public schools. These collapsing criteria differ from the criteria used for public schools due to the smaller number of BIA schools and the selection with certainty. These conditions made collapsing less desirable.

The first-stage ratio adjustment cells for public schools (except BIA and Native American Indian schools) were state by grade level by urbanicity; and for Native American Indian schools, they were state (8 groups) by grade level and school enrollment for Native American Indian elementary schools while Native American Indian secondary and combined schools were by grade level. There was no first-stage ratio adjustment for BIA schools because they were all certainty schools. If the factor was between 0.667 and 1.5 and there were at least 15 (10 for Native American Indian Schools) noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed by the following rules: For public schools except Native American, urbanicity first and grade level second. For Native American Indian, enrollment first, grade level second, and state third.

2. Private School Adjustment Cells

For private list frame schools, the noninterview adjustment cells were: 19 associations by school grade level by enrollment. The Catholic and All Else associations additionally used urbanicity to define the cells. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing was done, enrollment was collapsed first, urbanicity second (for Catholic and All Else associations), grade level third and association last. The first-stage ratio adjustment cells were the same as the noninterview adjustment cells. If the factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second for Catholic and All Else associations, grade level third, and association last).

For private area frame schools, the noninterview adjustment cells were: affiliation (Catholic, other religious, and nonsectarian) by grade level by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was necessary. If collapsing was necessary, the enrollment size class was collapsed first, grade level was second, and affiliation was collapsed last. There was no first-stage ratio adjustment for area frame schools since, within frame, they were all selected with certainty.

Second-stage ratio adjustment factor cells (list and area) were defined by 19 associations by grade level. Catholic and All Else Associations additionally used enrollment. If the factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise cells were collapsed (enrollment, grade level, association).

C. Administrator Weight (SASS Questionnaire Forms 2A and 2B and 2C)

The public and private administrator weighting was done the same way as the school questionnaire weighting described above. Since the respondents for each of the administrator surveys and the corresponding school surveys could be different, the weighting process was done separately for each questionnaire. The sum of the administrator weights may not equal the sum of the school weights because some schools do not have administrators.

D. Teacher Demand and Shortage for Public School Districts (SASS Questionnaire Form 1A)

The final weight for the public school district data is:

(Basic Weight) X (Sampling Adjustment Factor) X (LEA Noninterview Factor) X (Frame Ratio Adjustment Factor)

where:

Basic Weight is the inverse of the probability of selection of the LEA. Note that LEAs were not selected directly, so the computation of this probability is rather complex. See section E of this chapter for more details.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the LEA's probability of selection, such as a merger, split or duplication. For example, if two LEAs consolidated into one, the consolidated LEA's basic weight should reflect the two chances of selection.

Noninterview Adjustment Factor is an adjustment that accounts for total LEA nonresponse. It is the weighted (basic weight x sampling adjustment factor) ratio of total eligible in-scope LEAs to the total responding in-scope LEAs, computed within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. It is the ratio of the total number of noncertainty LEAs in the frame to the weighted sample estimate of the total number of noncertainty LEAs in the frame, computed within cells. Certainty LEAs were assigned a factor of 1.

Noninterview and frame ratio adjustments are computed within cells. The noninterview adjustment cells were: state by LEA enrollment size class by metro status (central city of MSA, outside central city of MSA, outside MSA) for LEAs with schools, and metro status only for LEAs without schools. If the factor was less than 1.5 and there were at least 10 LEAs in the cell, no collapsing was done. Otherwise, cells were collapsed (LEA enrollment size class first and metro status second).

The frame adjustment cells were the same as the noninterview adjustment cells. If the factor was between 0.667 and 1.5 and there were at least 10 noncertainty LEAs in the cell, no collapsing was done. Otherwise, cells were collapsed: LEA enrollment size class first and metro status second.

After reviewing the estimates, it was discovered that frame ratio adjustment collapsing had a large impact on the estimates in California, Pennsylvania, and Maine. In California, the enrollment size categories were altered. In Pennsylvania, the collapsing criteria was altered to 2.0 and 0.5. In Maine, the collapsing criteria were relaxed to allow a minimum of 5 cases. These changes considerably eased the impact collapsing had on the final estimates.

E. LEA Basic Weights

Given the complexity of the sampling scheme, the calculation of the LEA basic weights is not straightforward. There are three situations that need discussion: LEAs with schools; LEAs without schools; and LEAs in Delaware, Nevada and West Virginia which are all certainty LEAs.

1. LEAs with Schools

The LEA sample was not selected directly through an LEA frame. Instead, the LEAs were selected through the school (i.e., the LEAs associated with the school sample comprised the LEA sample). The basic weight, therefore, is more complicated than normal.

Since schools were stratified by grade level (elementary, secondary, and combined), the probability of selection for LEA k, (P_k(sel)) can be written as follows:

$$P_k(\text{Sel})=1[1-P_k(\text{Nam,El})][1-P_k(\text{Nam,Sec})][1-P_k(\text{Nam,Com})][1-P_k(\text{Pub,El})][1-P_k(\text{Pub,Sec})][1-P_k(\text{Pub,Com})]$$

where:

P_k(Nam,El)	is the probability of selecting LEA k in elementary schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American, elementary, and in LEA k. If the sum is greater than one, then P_k(Nam,El) is set equal to one.
P_k(Nam,Sec)	is the probability of selecting LEA k in secondary schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American, secondary, and in LEA k. If the sum is greater than one, then P_k(Nam,Sec) is set equal to one.
P_k(Nam,Com)	is the probability of selecting LEA k in combined schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American combined, and in LEA k. If the sum is greater than one, P_k(Nam,Com) is set equal to one.

P_k(Pub,El)	is the probability of selecting LEA k in elementary schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are elementary and in LEA k. If the sum is greater than one, then P_k(Pub,El) is set equal to one.
P_k(Pub,Sec)	is the probability of selecting LEA k in secondary schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are secondary and in LEA k. If the sum is greater than one, then P_k(Pub,Sec) is set equal to one.
P_k(Pub,Com)	is the probability of selecting LEA k in combined schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are combined and in LEA k. If the sum is greater than one, then P_k(Pub,Com) is set equal to one.

2. LEAs Without Schools

The basic weight for LEAs that have no associated schools was 6, since these LEAs were selected with equal probability at a rate of 1 in 6.

3. LEA Basic Weights for Delaware, Nevada and West Virginia

The basic weight is 1 for all LEAs in Delaware, Nevada and West Virginia since all LEAs in these three states were guaranteed being selected for sample.

F. Teacher Weights (SASS Questionnaire Forms 4A and 4B and 4C)

The final weight for public and private school teachers is:

(Basic Weight) X (School Sampling Adjustment Factor) X (School Nonresponse Adjustment Factor) X (Teacher-Within-School Noninterview Adjustment Factor) X (Frame Ratio Adjustment Factor) X (Teacher Adjustment Factor)

where:

Basic Weight is the inverse of the probability of selection of the teacher.

School Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as a merger, split or duplication. We adjusted the school weight to reflect the splits and mergers we were aware of just prior to teacher sampling. Therefore, the sampling adjustment factors for schools and teachers are not the same.

School Nonresponse Adjustment Factor is an adjustment that accounts for schools that did not have teachers selected because teacher lists were not provided by the school. It is the weighted (school basic weight x school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells.

Teacher-within-school noninterview adjustment factor is an adjustment that accounts for sampled teachers that did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals of number of teachers. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of teachers to the weighted (all previously defined components) sample estimate of the total number of teachers. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1991–1992 CCD was used as the frame and the teacher counts were in terms of FTEs. For private schools, the 1991–92 PSS was used as the frame and teacher counts were in terms of headcounts.

For teachers from certainty schools, the factor is 1.

Teacher Adjustment Factor is a factor that adjusts the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher sample files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher aggregates from the school file (after imputation) will agree with the corresponding teacher estimates from the teacher file.

The school nonresponse adjustments, the teacher within-school noninterview adjustments, the frame ratio adjustments, and the teacher adjustments are computed within cells. The cells for the frame ratio adjustments are the same as those used in the school weight except for BIA schools where no frame ratio adjustment was done for the teacher weight because no teacher data existed on the BIA school sample frame. The cells for the frame adjustments are described in the school weight section.

1. Public and BIA Adjustment Cells

For public schools, the school listing form nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight except that enrollment size classes were replaced by teacher size classes for Native American schools and other public schools. The collapsing criteria were also the same as those used in the school noninterview adjustment in the school weight.

The teacher within-school noninterview adjustment cells were: state by field of teaching by teacher strata (new, experienced, bilingual, Asian, American Indian) by school urbanicity (only for experienced teachers). If the factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first, teacher strata second, and field of teaching third).

The teacher adjustment cells were grade level by enrollment by teacher full-time part-time status. Teacher adjustment cells were defined using data from the school and teacher questionnaires for the numerator and denominator respectively.

2. Private Adjustment Cells

Private List Frame Adjustment Cells

For private list frame schools, the school nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight, except enrollment size classes were replaced by teacher size classes in defining the cells. The collapsing criteria were the same as those used in the school noninterview adjustment in the school weight.

The teacher within-school noninterview adjustment cells were: association membership (19 levels) by field of teaching by experience level (new/experienced). Urbanicity was additionally used to define cells in the Catholic and All Else associations If the factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. If collapsing occurred, urbanicity was collapsed first (for Catholic and All Else associations), teaching experience was collapsed second, field of teaching was collapsed third, and association was collapsed last.

The teacher adjustment cells were: affiliation by grade level by the teacher full-time/part-time status. The list and area frame teachers were combined for this adjustment. Teacher adjustment cells were defined using data from the school and teacher questionnaires for the numerator and denominator respectively.

Private Area Frame Adjustment Cells

For private schools found on the area frame, the school noninterview adjustment cells were: affiliation (three levels) by grade level by number of teachers. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing occurred, teacher size class was collapsed first, grade level was collapsed second, and affiliation was collapsed last.

The teacher within-school noninterview adjustment cells were: affiliation (three levels) by field of teaching by teaching experience (new/experienced). If the factor was less than 1.5 and there was at least 15 teachers in the cell, no collapsing was done. If collapsing was done, teaching experience was collapsed first, field of teaching was collapsed second, and affiliation was collapsed last.

The teacher adjustment cells were affiliation by grade level by teacher full-time/part-time status. List and area frame teachers were combined in one table.

G. School Library Weights (Questionnaire Forms LS-1A, LS-1B and LS-1C)

SASS school library data is used to estimate the characteristics of schools with libraries as a proportion of total schools. Thus, library sample schools that report having a library are ratio adjusted to total SASS sample schools that report having a library. Library sample schools that report not having a library are similarly adjusted to study the characteristics of such schools. Due to reporting inconsistencies between the library survey and the school survey, library survey data is not adjusted directly to schools reporting to have libraries.

The final weight for the public and private school library data is:

(School Basic Weight) X (Library Subsampling Factor) X (Sampling Adjustment Factor) X (Library Type A Noninterview Adjustment Factor) X (Library Type B Noninterview Adjustment Factor) X (First-Stage Ratio Adjustment Factor) X (Second- Stage Ratio Adjustment Factor)

where:

School Basic Weight is the inverse of the probability of selection from the school sample file.

Library Subsampling Factor is an adjustment that accounts for the second stage of sampling for the library sample, which is the subsampling of school libraries from the SASS sample schools.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as splits, mergers or duplication. This is the same factor as applied to the SASS school sample.

Type A Noninterview Adjustment Factor is an adjustment that accounts for library nonrespondents that did not report whether or not they had a library (generally refusals or unable to contact). It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total of schools with and without libraries plus schools which did not report whether or not they had a library to the total of schools with and without libraries. Schools without libraries are ratio adjusted in order to study the characteristics of such schools.

Type B Noninterview Adjustment Factor is an adjustment that accounts for school nonrespondents that reported having a library. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total eligible in-scope libraries (schools with libraries interviewed plus not interviewed) to the total interviewed schools with libraries.

First-stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. The adjustment is equal to the ratio of the total number of noncertainty schools in the 1994 SASS school frame that were eligible for the library survey to the weighted (basic weight x subsample factor x sampling adjustment factor) library sample estimate of the total number of noncertainty schools (schools not selected with certainty in both the initial SASS school sampling and library subsampling) eligible for the library survey within each cell. Certainty schools were excluded from the numerator and denominator and their adjustment factor was set equal to 1.

Second-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates based on the library sample to estimates based on the complete SASS school sample. The second-stage ratio adjustment factor is done separately for schools with libraries and schools without libraries.

> ***Schools with Libraries:*** The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report having a library to the weighted sample estimate (using all previous steps in the library weighting) of the total number of interviewed or out-of-scope libraries when the school questionnaire indicates that it has a library within each cell.
>
> ***Schools without Libraries:*** The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report **not** having a library to the weighted sample estimate (using all previous steps in the library weighting) of the total number of interviewed or out-of-scope libraries when the school questionnaire indicates that it **does not** have a library within each cell.

After the adjustments were applied to public school libraries, it was found that the second-stage factors for schools without libraries were exceedingly large for some states, even after maximum collapsing. For this reason, for the public weighting, cells for schools with and without libraries were combined.

1. Public and BIA School Library Adjustment Cells

For public schools except BIA schools, the Type A and Type B noninterview adjustment cells were state by grade level by enrollment by urbanicity. If the factor was less than or equal to 1.5 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first urbanicity second, and grade level third).

For BIA elementary schools, the Type A and Type B noninterview adjustment cells were grade level by enrollment size class; while BIA secondary and combined schools cells were by grade level. If the factor was less than or equal to 2.0 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, grade level second).

The first-stage ratio adjustment cells were state by grade level by urbanicity. If the factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first and grade level second).

The second-stage adjustment cells were state by grade level by school enrollment. Cells were defined based on questionnaire data. If the factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (school enrollment first and grade level second).

2. Private School Library Adjustment Cells

Library noninterview and frame ratio adjustments are computed within cells.

For private school libraries from the list frame, the noninterview adjustment cells (for both Type A and B) were: 3 recoded affiliations by grade level by recoded urbanicity by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second, grade level third, recoded affiliation last).

For private school libraries from the area frame, the noninterview adjustment cells (for both Types A and B) were grade level. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed across grade level.

The first-stage ratio adjustments cells for private school libraries from the list frame and area frame are the same as the noninterview adjustments cells. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell no collapsing was done. Otherwise, collapsing was done (enrollment, recoded urbanicity, grade level, recoded affiliation - list frame and grade level - area frame).

For private school libraries from the list frame, the second-stage ratio adjustment cells were: 3 recoded affiliations by grade level by enrollment size class. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell (school questionnaire indicates there is or is not a library), no collapsing was done. Otherwise, cells were collapsed (enrollment, grade level, recoded affiliation).

For private school libraries from the area frame, the second-stage ratio adjustment cells were grade level. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell (school questionnaire indicates there is or is not a library or library questionnaire indicates there is or is not a library), no collapsing was done. Otherwise, cells were collapsed across grade level.

H. School Librarian Weights (Questionnaire Forms LS-2A, LS-2B and LS-2C)

SASS school librarian data is used to estimate the characteristics of schools with librarians as a proportion of total schools. Thus, library sample schools that report having a librarian are ratio adjusted to total SASS sample schools that report having a librarian. Library sample schools that report not having a librarian are similarly adjusted to study the characteristics of such schools. Due to reporting inconsistencies between the librarian survey and the school survey, librarian survey data is not adjusted directly to schools reporting to have librarians.

The final weight for the public and private school librarian data is:

(School Basic Weight) X (Library Subsampling Factor) X (Sampling Adjustment Factor) X (Librarian Type A Noninterview Adjustment Factor) X (Librarian Type B Noninterview Adjustment Factor) (Librarian Type C Noninterview Adjustment Factor) X (First-Stage Ratio Adjustment Factor) X (Second-Stage Ratio Adjustment Factor)

where:

School Basic Weight is the inverse of the probability of selection from the school sample file.

Library Subsampling Factor is an adjustment that accounts for the second stage of sampling for the library sample, which is the subsampling of school libraries/librarians from the SASS sample schools.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affects the school's probability of selection, such as splits, mergers or duplication. This is the same factor as applied to the SASS school sample.

Type A Noninterview Adjustment Factor is an adjustment that accounts for library nonrespondents that did not report whether or not they had a library (generally refusals or unable to contact) and the librarian was a refusal or unable to contact. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total of schools with and without libraries plus schools which did not report whether or not they had a library and the librarian was a refusal or unable to contact, to the total of schools with and without libraries.

Type B Noninterview Adjustment Factor is an adjustment that accounts for librarian nonrespondents (refusal and unable to contact) from schools that reported having a library. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total eligible in-scope libraries (schools with libraries interviewed plus not interviewed) to the total eligible in-scope libraries where librarian status is known.

Type C Noninterview Adjustment Factor is an adjustment that accounts for librarian nonrespondents where librarian status is known. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total in-scope schools for which both library and librarian status are known to the in-scope schools for which both library and librarian status are known and the librarian was interviewed.

First-stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. Librarian records contain the exact same factors as their associated library records. The adjustment is equal to the ratio of the total number of noncertainty schools in the 1994 SASS school frame that were eligible for the library survey to the weighted (basic weight x subsample factor x sampling adjustment factor) library sample estimate of the total number of noncertainty schools (schools not selected with certainty in both the initial SASS school sampling and library subsampling) eligible for the library survey within each cell. Certainty schools were excluded from the numerator and denominator and their adjustment factor was set equal to 1.

Second-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates based on the library sample to estimates based on the complete SASS school sample. The second-stage ratio adjustment factor is done separately for schools with librarians and schools without librarians.

> ***Schools with Librarians:*** The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report having a librarian to the weighted sample estimate (using all previous steps in the librarian weighting) of the total number of interviewed or out-of-scope librarians when the school questionnaire indicates that it has a librarian. Factors are computed within each cell.
>
> ***Schools without Librarians:*** The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report **not** having a librarian to the weighted sample estimate (using all previous steps in the librarian weighting) of the total number of interviewed or out-of-scope librarians when the school questionnaire indicates that it **does not** have a librarian. Factors are computed within each cell.

After the adjustments were applied to public school librarians, it was found that the second-stage factors for schools without librarians were exceedingly large for some states, even after maximum collapsing. For this reason, for the public weighting, cells for schools with and without librarians were combined.

1. Public and BIA School Librarian Adjustment Cells

For public schools, except BIA schools, the Type A and Type B noninterview adjustment cells were state by grade level by enrollment by urbanicity. If the factor was less than or equal to 1.5 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second, and grade level third).

For BIA elementary schools, the Type A, Type B, and Type C noninterview adjustment cells were grade level by enrollment size class; while BIA secondary and combined schools' cells were by grade level. If the factor was less than or equal to 2.0 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, grade level second).

The first-stage ratio adjustment cells were state by grade level by urbanicity. If the factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first and grade level second).

The second-stage adjustment cells were state by grade level by school enrollment. Cells were defined based on questionnaire data. If the factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (school enrollment first and grade level second).

2. Private School Librarian Adjustment Cells

Librarian noninterview and frame ratio adjustments are computed within cells.

For private school librarians from the list frame, the noninterview adjustment cells (for Type A, B, and C) were: 3 recoded affiliations by grade level by recoded urbanicity by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second, grade level third, recoded affiliation last).

For private school librarians from the area frame, the noninterview adjustment cells (for both Types A, B, and C) were grade level. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed across grade level.

The first-stage ratio adjustments cells for private school librarians from the list frame and area frame are the same as the noninterview adjustments cells. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell no collapsing was done. Otherwise, collapsing was done (enrollment, recoded urbanicity, grade level, recoded affiliation - list frame and grade level - area frame).

For private school librarians from the list frame, the second-stage ratio adjustment cells were: 3 recoded affiliations by grade level by enrollment size class. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 librarians in the cell (school questionnaire indicates there is or is not a librarian), no collapsing was done. Otherwise, cells were collapsed (enrollment, grade level, recoded affiliation)

For private school librarians from the area frame, the second-stage ratio adjustment cells were grade level. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 librarians in the cell (school questionnaire indicates there is or is not a librarian), no collapsing was done. Otherwise, cells were collapsed across grade level.

I. Student Weighting

The final weight for students from private and public schools is:

(Basic weight) X (School Nonresponse Adjustment Factor) (Misclassified Teacher Adjustment Factor) X (First-Stage Ratio Adjustment Factor) X (Student Noninterview Adjustment Factor) X (Student Adjustment Factor)

where:

Basic Weight is the inverse of the student's probability of selection conditioned on the specific set of sample teachers selected for the student sample at the school. The sum of the students' conditional probabilities at the school are adjusted to the school's enrollment. This is done to approximate the student's probability of selection across all possible teacher samples at the school, a quantity which we cannot calculate given the types of information that we collect about each selected student. Attempts at collecting a student's complete class schedule, which would allow us to compute an unconditional probability of selection, proved impractical when tested. The student-within-school inverse of the probability of selection is adjusted for the school-level inverse of the probability of selection. The basic weight is expressed below. See Appendix 3 for a description of how this basic weight was derived.

$$W_{ki} = \frac{1}{P_{ki}} \; X \; \frac{\text{school enrollment}}{\sum_{i=1}^{6} \frac{1}{P_{ki}}} \; X \text{ school basic weight } X \text{ school student subsampling factor}$$

where:

The student's probability of selection is the sum of the probabilities of selecting the student from the teachers (of the three sample teachers at the school) that teach the student.

$$P_{ki} = \sum_{j=1}^{3} P_{kji}$$

where:

P_{kji} = 0 if the j^{th} teacher does not teach student i, or equal to the result of one of the two equations defined below, depending upon whether the j^{th} teacher is departmental or self-contained. The definitions for the variables used to calculate the probability (P_{kji}) for students with departmental teachers are defined as follows:

N_{kji} = the total number of times, within school k, that student i has teacher j each week.

L_{kj} = the total number of periods the sample teacher teaches an eligible class at the sample school per week.

TP_{kj} = the teacher probability of selection for the student sample adjusted for teachers erroneously classified as not teaching regularly scheduled classes.

S_{kj} = size (enrollment) of the sample class period

The probability of selecting the i^{th} student from the j^{th} teacher at a school k was dependent upon the probability of selecting the sample class period from the total class periods at school k (if the teacher is classified as departmental), the probability of selecting the teacher from school k, and the probability of selecting the student from the teacher's sample class period.

For students selected from departmental teachers, the formula below was used.

$$P_{kji} = \frac{N_{kji}}{L_{kj}} * \frac{2}{S_{kj}} * TP_{kj}$$

where:

The variables are as defined above.

For students from self-contained teachers, the formula below was used.

$$P_{kji} = \left[\frac{2}{S_{kj}}\right] * TP_{kj}$$

where:

The variables are as defined above. If any components of the student-within school weighting were not collected from the school, they were imputed.

Students selected multiple times were left in sample each time they were selected. Their basic weights were subsequently averaged across each of their sample records.

School Nonresponse Adjustment Factor is an adjustment that accounts for schools that did not have students selected because the school did not participate in either the teacher or student sampling procedures. It is the weighted (school basic weight x school sampling adjustment factor x school's student subsampling factor) ratio of total eligible in-scope schools to the total in-scope schools with sample students, computed within cells.

First-stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals of the number of students. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of students to the weighted (all previously defined components) sample estimate of the total number of students. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1991–92 CCD was used as the frame and for private schools, the 1991–92 PSS was used as the frame.

For the set of certainty schools, the factor is 1.

Misclassified Teacher Adjustment Factor is an adjustment that accounts for sampled teachers reported to not be teaching regularly scheduled classes during student sampling, but later reported to be teaching in the teacher survey.

Student Noninterview Adjustment Factor is an adjustment that accounts for sampled students whose schools did not return questionnaires at all or returned incomplete questionnaires. It is the weighted (product of all previously defined components) ratio of the total eligible students to the total eligible responding students computed within cells.

Student Adjustment Factor is a factor that adjusts the inconsistency between the estimated number of students from the SASS school data files and the SASS student sample files. It is the ratio of weighted number of students from the school data file for a cell to the weighted number of students on the student data file for a cell. The weight is the product of all previously defined components. This factor ensures that student aggregates from the school file (after imputation) will agree with the corresponding student estimates from the student file.

The school nonresponse adjustments, the misclassified teacher adjustments, the student noninterview adjustments, the first-stage ratio adjustments, and the student adjustments are computed within cells. The cells for the first-stage ratio adjustments are the same as those used in the school weight except that public schools in Alaska and those in all other states used the same cells but were processed separately.

1. Public and BIA Student Adjustment Cells

For public schools, the school nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight. The collapsing criteria were also the same as those used in the school noninterview adjustment in the school weight.

The misclassified teacher adjustment cells were: teacher subject by region for regular public schools, teacher subject by state for Native American schools, and just teacher subject for BIA schools. If collapsing occurred, teacher subject collapsed.

The student noninterview adjustment cells were: state by grade level by school enrollment by teacher departmental/self-contained status. If the factor was less than 1.5 and there were at least 15 students in the cell, no collapsing was done. If collapsing occurred, cells were collapsed by teacher status first, enrollment second, then grade level and finally state.

The student adjustment cells were grade level by enrollment by race/ethnicity. If collapsing occurred, cells were collapsed by race/ethnicity first, enrollment second, and finally grade level. Cells were defined using questionnaire data.

After reviewing the final-weighted estimates for public schools by race, it was determined that collapsing across race had caused problems with the estimates, resulting in considerable bias. Collapsing criteria for factor range were relaxed to 3.0 and 0.3. The weights for American Indian students from regular public schools were also truncated at 18,000, and the weight redistributed to other American Indian students from regular public schools. This last modification was done in an attempt to reduce the variance of American Indian student estimates. As a further refinement, the order of collapsing was altered to collapse across enrollment size first, then grade level, and finally race.

2. Private Student Adjustment Cells

For private schools, the school nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight, and the collapsing criteria were also the same.

The misclassified teacher adjustment cells were: teacher subject by major affiliation (Catholic, other religious, nonsectarian). If collapsing occurred, teacher subject collapsed first, then major affiliation.

The student noninterview adjustment cells were: affiliation by enrollment by teacher departmental/self-contained status. If the factor was less than 1.5 and there were at least 15 students in the cell, no collapsing was done. If collapsing occurred, cells were collapsed by teacher status first, enrollment second, then grade level.

The student adjustment cells were: affiliation by grade level by race/ethnicity. If collapsing occurred, cells were collapsed by race/ethnicity first, grade level next, and finally affiliation. Cells were defined using questionnaire data.

X. Variance Estimation

X. Variance Estimation

A. Replication

Each SASS public use file includes a set of replicate weights designed to produce variance estimates. A replication technique was used because software to produce such variance estimates is relatively common.[19]

Software which produces variance estimation from replicate weights is available from:

WESTAT, Inc.
1650 Research Blvd.
Rockville, MD 20850

Attention: Maide Montes
(301) 738-3662

WESTAT has a PC based replication program, WesVarPC. WesVarPC is available on the World Wide Web. The URL for WESTAT, Inc. is http://www.westat.com. There is a link on WESTAT home page to the WesVarPC home page. WesVarPC version 2.1, along with the documentation, is available for download at no charge.

The previous SASS surveys have used the variance procedure known as balanced half sample replication (BHR). A fundamental problem with BHR is that it assumes sampling is done with replacement. Hence, BHR cannot reflect the increase in precision due to sampling a large proportion of a finite population. For most surveys, where the sampling rates are small, the increase in precision will be small and can safely be ignored. However, with the SASS, the public surveys (school, administrator, TDS, teacher, library and librarian) are designed for reliable state estimates. This necessarily implies large sampling rates, which can lead to large variance overestimates with BHR. Likewise, the private surveys (school, administrator and teacher) are designed to produce detailed private association estimates, which also imply large sampling rates, and variance overestimation with BHR.

To overcome this problem a bootstrap variance estimator has been implemented for the 1993–94 SASS. The bootstrap variance reflects the increase in precision due to large sampling rates.

The bootstrap variances can be computed with any replication software package that supports BHR. In the software package specify that BHR variance estimatess are to be computed and use the replicate weights (REPWGT1-REPWGT48) provided on the SASS files. The replicate weights reflect all components of variance introduced by the adjustments to the weights (i.e., sample nonresponse adjustment). For more information about the replicate weights, see the 1993-94 SASS Sample Design and Estimation report.[20]

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[19] Wolter, K. M. (1985). *Introduction to Variance Estimation*. New York: Springer-Verlag.

B. Generalized Variance Functions and Design Effects

When replication software is not available crude variance approximations can be made using Generalized Variance Functions (GVF) or Design Effects (DEFF). GVF models the variance using the estimate of interest, while DEFF requires the computation of a simple random sample variance estimate. For the 1990–91 SASS Survey GVF and Design Effects have been computed for all components, except the public TDS survey. These GVF and design effects can be used for the respective 1993–94 SASS component.[21,22]

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[20] Abramson, R..,Cole,C., Jackson, B.,Parmer, R., and Kaufman, S. (1996). *1993-94 Schools and Staffing Survey: Sample Design and Estimation.* U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 96-089. Washington, D.C.: National Center for Education Statistics.

[21] See Salvucci, S.,Weng, S., *Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Survey,* Volume 1, NCES 95-342-I, for more information.

[22] See Holt, A., Salvucci, S., *Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Survey,* Volume 2, NCES 95-342-II, for more information.

XI. Reinterview Program

XI. Reinterview Program

As in the previous administrations of the Schools and Staffing Survey (SASS), the 1993–94 SASS included a reinterview program. Reinterview programs are typically designed to evaluate field work and/or estimate error components, such as simple response variance and response bias, in a survey model.[23] The purpose of the SASS reinterview program was to estimate simple response variance; that is, to measure the consistency in response between the original survey and the reinterview (reliability of the data). High inconsistency indicates there is a problem with the design of the question or the nature of the data being collected. It also can often indicate the presence of bias in the data. The SASS reinterview program consisted of administering a subset of questions to a subset of these samples - schools, school administrators, teachers, library media centers, and student records.

A. Content of Reinterview Questionnaires

The library media center reinterview questionnaire (LS-1(R)) collected information on library media center staffing, 1992–93 collection and expenditures, technology, library media center facilities, and scheduling and transactions.

The principal reinterview questionnaire (SASS-2(R)) collected information on college degrees and experience, and opinions of school decision making.

The school reinterview questionnaire (SASS-3(R)) collected information on school characteristics, teachers and other staff, programs and services, and school policies.

The teacher reinterview questionnaire (SASS-4(R)) collected information on current teaching status, teacher training, perceptions and attitudes toward teaching, and incentives and compensation.

The student reinterview questionnaire collected information on whether the student was taught by the selected teacher, the student's race, grade level, services the student receives, and the student's enrollment in a math class.

B. Procedures

The reinterview was designed so that the data collection method was the same as that used in the original interview. For example, if the original interview was completed by mail, reinterview data were also collected by mail. If the original interview was completed by CATI (Computer Assisted Telephone Interview), the reinterview was done by CATI. For both methods of reinterview, the Census Bureau attempted to reinterview the same respondent who completed the original interview. All student record reinterviews were conducted by mail.

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[23] Forsman, G. and Schreiner, I., "The Design and Analysis of Reinterview: An Overview," in Biemer, P. P., Groves, R. M., Lyberg, L. E., Mathiowetz, N. A., and Sudman, S., editors, *Measurement Errors in Surveys.* (New York: John Wiley & Sons, 1991), 279–301.

The consistency of the interview data will be measured by comparing original survey and reinterview responses and then computing indices of inconsistency (see Forsman and Schreiner, 1991, for a discussion of these indices). For some questions, an agreement rate will be computed. In addition, some questions in the 1993–94 SASS were asked in previous administrations of SASS. For these questions, the results of both years will be compared.

C. Samples and Response Rates

The reinterview sample design for the library, principal, school and teacher reinterviews was a systematic subsampling resulting in the selection of:

- 1,780 school libraries
- 1,330 school principals
- 1,420 schools
- 1,682 teachers

The reinterview sampling of public and private schools and public and private teachers was proportionate to their respective original samples. From each of these samples, we hoped to obtain 1,000 completed reinterviews. In actuality, we obtained:

- 956 school libraries
- 947 school principals
- 556 schools
- 920 teachers

Since the reinterview samples were selected before the mailout of the survey questionnaires, the samples included losses due to original survey noninterviews.

For the student reinterview sample, a sample of two students was selected from each school that completed an original questionnaire. (This sample was not preselected. Instead, it was selected on a flow basis as the original questionnaires were completed.) We hoped to obtain 1,000 completed reinterview cases. In actuality we obtained 1,243 complete reinterviews.

D. Results

Results of the 1993–94 SASS reinterview programs will be presented in a later report.

XII. Reviewing the Quality of SASS Data

XII. Reviewing the Quality of SASS Data

NCES program staff have the responsibility of ensuring that a data base is acceptable for public release. Before microdata files are released to the public, staff in the Education Surveys Program of the Surveys and Cooperative Systems Group review the microdata for errors associated with the edit, imputation, and weighting programs. Frequency counts, bivariate, and multivariate tables were reviewed, and when possible comparisons were made to external sources such as the Common Core of Data (for public districts, schools, and teachers) and the Private School Survey (for private schools and teachers).

Unit nonresponse: Response rates were calculated at the state or association level for all SASS components (see Tables VI-1 through VI-17). Nonresponding districts, schools, principals, and teachers are being studied in greater detail to identify patterns of nonresponse (see Chapter VI, "Survey Response Rates").[24]

Item nonresponse: The extent of item nonresponse for each SASS questionnaire was determined. Items with high nonresponse rates were identified and reported (see Tables VI-18 through VI-26, also in Chapter VI). When an item (or a series of questionnaire items) has a high nonresponse rate, that item is thoroughly examined and may be redesigned before the next collection of SASS. For example, items pertaining to the type of academic degree received by principals or by teachers, as were asked in the first round of SASS (1987–88) were considerably reworked before being administered again in 1990–91. Reinterview research[25] demonstrated that there was a high rate of inconsistency of the respondent's reinterviewed answer with the previous response, and that the inconsistency was related to confusion over the "mark all that apply" response categories; the reworked items, separating out the various types of degrees, had a much lower rate of inconsistency .

Edits: The validity of the skip patterns in the questionnaire was established for each SASS questionnaire during the processing of the data; that is, Bureau of the Census analysts verified that each item in the questionnaire had the number of responses it should have if skip instructions were followed correctly. Quality checks on the edit specifications were performed and resulted in some corrections (which were treated as a form of imputation).

Reasonableness of data: Univariate, bivariate, and multivariate tabulations of key survey variables were obtained and compared to estimates from other data sources such as the previous SASS survey, the Common Core of Data, and the Private School Survey. Tabulations were reviewed to determine whether the basic relationships observed were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or a trend such as overall population growth in a state).

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[24] Scheuren, F., Monaco, D., Zhang, F., Ikosi, G., Chang, M., and Gruber, K. (1996). *An Exploratory Analysis of the Response Rates in the 1990–91 Schools and Staffing Survey.* NCES Technical Report, NCES 94–338. Washington, D.C. This report examines unit nonresponse thoroughly. A forthcoming report on unit nonresponse in 1993–94 SASS is scheduled to be released in early 1997.

[25] Bushery, J., Royce, D., and Kasprzyk, D. (1994). "The Schools and Staffing Survey: How Reinterview Measures Data Quality," published in U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, Working Paper Series No. 94–01, July 1994, *Schools and Staffing Survey: Papers Presented at Meetings of the American Statistical Association.* Washington, D.C.: NCES.

Frequency counts: Unweighted record counts for every variable were examined from the restricted-use file. Variables with out-of-range values or inconsistent values were identified and values with these characteristics were corrected (see Appendix E).

Unweighted record counts: Unweighted record counts are released with each microdata file so that users can determine whether the correct number of records has been identified. The weighted record counts are to provide data users with selected final national estimates for comparison (see Appendix E).

Replicate weights: The review of the SASS replicate weights consisted of reviewing the distribution of these weights. The following was done:

(1) For each replicate, the weights were totaled. Each replicate total, as well as the average of these numbers was checked against the full-sample estimate. The standard error of the replicate totals was computed and checked for reasonableness.

(2) A check was performed to verify that 95 percent of the replicate weights were contained in an appropriately computed 95 percent confidence interval. This was done with both the basic replicate weights and the final replicate weights.

External data checks: One way to verify the external validity of SASS data is to make comparisons to the survey universe, or frame, from which the sample is drawn. For public school districts, schools, principals, and teachers, the external file is the Common Core of Data, an annual administrative census of all public school districts and schools in the United States and its territories. The corresponding frame for private schools, principals, and teachers is the Private School Survey. The Private School Survey is conducted every two years and was coincident with SASS in 1993–94. The sampling frame is generally drawn about two years prior to the field collection of SASS data.

Direct comparison can be made between the estimated count of the survey unit, such as school districts or schools, with the corresponding CCD or PSS count. Such comparisons are usually made between SASS and the sampling frame year of the universe.

Another type of external file comparison is between the survey estimate of a characteristic of districts or schools, such as enrollment, with the CCD or PSS estimate. Those comparisons are usually made to the concurrent year, as the data collected in the field for one year is only valid to the same year of the universe. The number of students attending school or the number of teachers employed are subject to more year-to-year change than the number of schools or districts.

A. School District Unit Count Comparison (SASS 1A)

Comparisons of the number of public school districts by state were made to the 1991–92 Public Education Agency Universe of the Common Core of Data (CCD), which served as the sampling frame for the 1993–94 SASS, as well as to the concurrent Public Education Agency Universe (1993–94). The criterion for eligibility in SASS is that the district must operate schools and/or hire or employ teachers as of the year of the data collection. All other districts were defined as out-of-scope. Because not all districts in each state were considered to be in-scope for

SASS (i.e., supervisory unions and some other administrative districts that do not operate schools nor hire teachers were ineligible), two comparisons were made, one to the total number of districts for the state and one to the number of regular districts in the state. Depending upon the number of ineligible districts in each particular state, the SASS estimates are either closer to the total or to the regular number of districts in CCD. Estimates of teachers and students were compared with the 1993–94 CCD, because that was the same year in which SASS data were collected and would represent an independent estimate of the same conditions. The CCD estimates are independent from SASS, as SASS collects its data directly from school districts in sample, and CCD is collected from the state education agencies.

Table XII-1 and Table XII-2 show comparisons in counts of public school districts by state between published data from the frame year CCD (total number of districts and number of regular school districts) and the adjusted frame developed by the sampling statisticians at the Bureau of the Census in preparation for SASS data collection. These are two different measures of "fit" between the weighted count from SASS and the frame count of districts. Table XII-2 uses the sampling frame version of CCD, which is between the total number of districts and the number of regular districts.

Although the SASS count of districts is generally closer to CCD when the adjusted sampling frame is compared, there are two states where the adjusted sample seems to make little or no difference: Minnesota and Nebraska. Minnesota has a large number of administrative districts, a certain proportion of which hire teachers. Thus, the adjusted sample number of districts is 18 higher than the number of regular districts published by CCD. However, the SASS sample underestimates regular, adjusted sample and the total number of districts by a minimum of 12 percent and a maximum of 26 percent. As the sample for districts is dependent upon the sample selected for schools (that is, schools are the main unit of analysis and districts associated with the sampled schools), there may be a number of administrative districts that are not being represented very well in the overall Minnesota district sample. Administrative districts included in the frame that *do not operate schools* are supposed to be sampled at a 10 percent rate, but the particular sample selected in a given year may have fewer than average in-scope districts (those that hire teachers), which would keep the estimated number of districts lower. Minnesota's district survey response rate is more than 4 percentage points below the U.S. average, so there may also be an adverse effect from nonresponding public school districts within the state. The nonresponse adjustment factor may not compensate adequately for other public school districts that the nonresponding district was supposed to represent (that is, all districts except those with a weight of 1 are representing other districts not sampled).

Nebraska is a state that has a large number of administrative districts that do not operate schools, so that the valid comparison is to the number of regular public school districts. The adjusted sampling frame count is only 6 districts more than the number of regular districts. In 1990–91 SASS, there was only a 6 percent difference between the estimated number of districts and the number of regular districts in CCD. This time, there was a difference of almost 17 percent. Nebraska also has a higher than average out-of-scope rate, which reduces the number of eligible districts from the selected sample. The number of districts that closed may be increasing, since Nebraska has a very large number of one-school districts. There may have been additional closings between the sampling year and the year of data collection that could not be adjusted for during the course of sample weighting.

Table XII-1.-- Estimated number of public school districts in SASS by State compared with total and regular districts in 1991-92 Public Education Agency Universe (Common Core of Data)

State	CCD total districts	CCD regular districts	SASS districts	SASS as a percent of CCD total districts	SASS as a percent of CCD regular districts
50 States and D.C.	16,661	15,173	14,998	90.02%	98.85%
Alabama	133	129	130	97.74%	100.78%
Alaska	56	56	56	100.00%	100.00%
Arizona	247	229	219	88.66%	95.63%
Arkansas	347	325	311	89.63%	95.69%
California	1,070	1,005	1,062	99.25%	105.67%
Colorado	196	176	183	93.37%	103.98%
Connecticut	179	166	177	98.88%	106.63%
Delaware	22	19	19	86.36%	100.00%
District of Columbia	1	1	1	100.00%	100.00%
Florida	74	69	72	97.30%	104.35%
Georgia	183	183	183	100.00%	100.00%
Hawaii	1	1	1	100.00%	100.00%
Idaho	114	114	114	100.00%	100.00%
Illinois	1,020	942	933	91.47%	99.04%
Indiana	319	296	310	97.18%	104.73%
Iowa	469	435	399	85.07%	91.72%
Kansas	304	304	303	99.67%	99.67%
Kentucky	255	176	174	68.24%	98.86%
Louisiana	83	66	71	85.54%	107.58%
Maine	326	283	236	72.39%	83.39%
Maryland	24	24	24	100.00%	100.00%
Massachusetts	439	352	349	79.50%	99.15%
Michigan	622	561	608	97.75%	108.38%
Minnesota	517	434	383	74.08%	88.25%
Mississippi	171	150	154	90.06%	102.67%
Missouri	544	543	541	99.45%	99.63%
Montana	621	539	523	84.22%	97.03%
Nebraska	895	777	650	72.63%	83.66%
Nevada	18	17	18	100.00%	105.88%
New Hampshire	239	174	163	68.20%	93.68%
New Jersey	620	608	591	95.32%	97.20%
New Mexico	96	88	95	98.96%	107.95%
New York	758	717	724	95.51%	100.98%
North Carolina	135	133	123	91.11%	92.48%
North Dakota	325	276	257	79.08%	93.12%
Ohio	791	613	661	83.57%	107.83%
Oklahoma	593	593	564	95.11%	95.11%
Oregon	308	296	280	90.91%	94.59%
Pennsylvania	611	503	593	97.05%	117.89%
Rhode Island	38	37	37	97.37%	100.00%
South Carolina	95	95	94	98.95%	98.95%
South Dakota	227	189	176	77.53%	93.12%
Tennessee	140	140	139	99.29%	99.29%
Texas	1,051	1,051	1,048	99.71%	99.71%
Utah	47	40	40	85.11%	100.00%
Vermont	339	279	237	69.91%	84.95%
Virginia	161	141	143	88.82%	101.42%
Washington	296	296	296	100.00%	100.00%
West Virginia	55	55	55	100.00%	100.00%
Wisconsin	428	428	428	100.00%	100.00%
Wyoming	58	49	50	86.21%	102.04%

NOTE: Districts which do not operate schools nor hire teachers are out-of-scope for SASS, although such districts may appear on the CCD frame. These districts, denoted "districts without schools," have been subtracted from the state's weighted estimate of districts whenever those districts were inadvertently retained on the SASS file with a final weight. However, out of 20 unweighted districts without schools on the SASS file with a final weight, 5 are valid. The rest have been subtracted from the state's weighted count.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Directory of Public Elementary and Secondary Education Agencies, 1991-92." NCES 93-329, Table 1; and Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table XII-2.-- **Estimated number of public school districts in SASS by State compared with Census-adjusted number of districts in the Public Education Agency Universe (Common Core of Data) for 1991-92**

State	CCD districts (adjusted)	SASS districts	SASS as a percent of CCD
50 States and D.C.	15,472	14,998	96.94%
Alabama	130	130	100.00%
Alaska	56	56	100.00%
Arizona	222	219	98.65%
Arkansas	325	311	95.69%
California	1,067	1,062	99.53%
Colorado	183	183	100.00%
Connecticut	178	177	99.44%
Delaware	19	19	100.00%
District of Columbia	1	1	100.00%
Florida	72	72	100.00%
Georgia	183	183	100.00%
Hawaii	1	1	100.00%
Idaho	114	114	100.00%
Illinois	1,011	933	92.28%
Indiana	311	310	99.68%
Iowa	425	399	93.88%
Kansas	304	303	99.67%
Kentucky	176	174	98.86%
Louisiana	74	71	95.95%
Maine	238	236	99.16%
Maryland	24	24	100.00%
Massachusetts	358	349	97.49%
Michigan	615	608	98.86%
Minnesota	462	383	82.90%
Mississippi	163	154	94.48%
Missouri	541	541	100.00%
Montana	533	523	98.12%
Nebraska	771	650	84.31%
Nevada	18	18	100.00%
New Hampshire	163	163	100.00%
New Jersey	590	591	100.17%
New Mexico	94	95	101.06%
New York	727	724	99.59%
North Carolina	135	123	91.11%
North Dakota	277	257	92.78%
Ohio	661	661	100.00%
Oklahoma	578	564	97.58%
Oregon	295	280	94.92%
Pennsylvania	600	593	98.83%
Rhode Island	38	37	97.37%
South Carolina	95	94	98.95%
South Dakota	176	176	100.00%
Tennessee	139	139	100.00%
Texas	1,050	1,048	99.81%
Utah	40	40	100.00%
Vermont	251	237	94.42%
Virginia	155	143	92.26%
Washington	296	296	100.00%
West Virginia	55	55	100.00%
Wisconsin	428	428	100.00%
Wyoming	54	50	92.59%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, (Teacher Demand and Shortage Questionnaire), and sampling frame data for the Public Education Agency Universe, 1991-92, provided by Demographic Statistical Methods Division, Bureau of the Census.

B. School District Analytic Count Comparison (SASS 1A)

Comparative counts of the number of FTE teachers per state, between CCD's State Nonfiscal Survey data[26] and SASS Teacher Demand and Shortage file data, both for school year 1993–94, are detailed in Table XII-3. The CCD counts are collected at the state level for all districts within each state. Thus, data from the sampling frame but for the same year of collection serves as an independent reference point for SASS.

The SASS estimate of the number of FTE teachers was less than 1 percent lower overall than CCD's. In the following 11 states, the SASS estimate was at least 5 percent higher: Alaska, Arizona, Arkansas, Florida, Kentucky, Maine, Montana, Pennsylvania, Tennessee, Utah, and Wisconsin. Alaska and Pennsylvania's estimates were 10 percent higher. There are several possibilities for these discrepancies, such as a consistent pattern of the individual districts in these states reporting their data to SASS in headcounts rather than FTEs, or that sampled districts in these states are consistently reporting teachers covered by another district, and thus overreporting the number of teachers. The latter situation could arise for itinerant teachers, or where teachers may be "lent out" to other districts.

SASS' estimate of the number of teachers in Colorado, Illinois, Nebraska, and Oregon are all less than 90 percent of CCD's number of teachers in the same year. There was district nonresponse in major districts for Colorado and Nebraska, which may have contributed to a lower estimate of teachers for those states (the noninterview adjustment would not be large enough to offset the loss of a more accurate number from a major district). Illinois did not have district survey nonresponse in its largest district, but the district response rate for Illinois was 88%, about 5 percentage points lower than the national average. Oregon had a *higher* than average district survey response rate (96% vs. 93%), so that nonresponse probably did not contribute to the low estimate.

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[26] Johnson, F. (May 1995). "Public School Student, Staff, and Graduate Counts by State, School Year 1993–94." *Statistics in Brief, May 1995.* Table 3. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 95–213. Washington, D.C.: Government Printing Office.

Table XII-3.– Estimated number of FTE teachers in SASS by state compared with 1993-94 Common Core of Data

State	FTE teachers CCD	FTE teachers SASS	SASS as a percent of CCD
50 States and D.C.	2,505,074	2,501,112	99.84%
Alabama	43,002	44,468	103.41%
Alaska	7,193	7,886	109.63%
Arizona	37,493	39,334	104.91%
Arkansas	26,014	27,771	106.75%
California	221,779	215,044	96.96%
Colorado	33,661	29,004	86.16%
Connecticut	34,526	35,142	101.78%
Delaware	6,380	6,555	102.74%
District of Columbia	6,056	6,056	100.00%
Florida	110,653	116,299	105.10%
Georgia	75,602	74,405	98.42%
Hawaii	10,111	10,300	101.86%
Idaho	12,007	12,130	101.03%
Illinois	110,874	89,862	81.05%
Indiana	55,107	56,469	102.47%
Iowa	31,616	32,120	101.59%
Kansas	30,283	29,345	96.90%
Kentucky	37,324	40,285	107.93%
Louisiana	46,913	46,398	98.90%
Maine	15,344	16,384	106.78%
Maryland	44,171	43,627	98.77%
Massachusetts	58,766	59,665	101.53%
Michigan	80,267	80,674	100.51%
Minnesota	46,956	42,271	90.02%
Mississippi	28,376	29,321	103.33%
Missouri	54,543	55,093	101.01%
Montana	9,950	10,866	109.20%
Nebraska	19,552	16,721	85.52%
Nevada	12,579	12,177	96.80%
New Hampshire	11,972	11,821	98.74%
New Jersey	84,564	84,436	99.85%
New Mexico	18,404	18,013	97.88%
New York	179,413	181,499	101.16%
North Carolina	69,421	66,259	95.44%
North Dakota	7,755	8,100	104.46%
Ohio	107,444	107,609	100.15%
Oklahoma	39,031	39,269	100.61%
Oregon	26,488	23,209	87.62%
Pennsylvania	101,301	111,711	110.28%
Rhode Island	9,823	10,329	105.15%
South Carolina	38,620	39,363	101.92%
South Dakota	9,557	9,343	97.76%
Tennessee	46,066	48,148	104.52%
Texas	224,830	231,393	102.92%
Utah	19,053	20,320	106.65%
Vermont	8,102	7,641	94.30%
Virginia	70,220	65,637	93.47%
Washington	45,524	47,036	103.32%
West Virginia	21,029	20,718	98.52%
Wisconsin	52,822	56,887	107.70%
Wyoming	6,537	6,701	102.51%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire). U.S. Department of Education, National Center for Education Statistics, "Public Student, Staff, and Graduate Counts by State, School Year 1993-94," (State Nonfiscal Survey, Common Core of Data), May 1995, NCES 95-213.

C. Public School Unit Count Comparison (SASS 3A)

Comparisons of the number of public schools in SASS were made to the number of schools from the Public School Universe file[27] in 1991–92 CCD, the year in which SASS drew its sample of schools. The number of public schools by state in SASS is about 2 percent lower, nationally, than in CCD (Table XII-4).

Only 2 states have an estimated number of public schools for SASS that is below 90 percent of CCD's number of public schools: the District of Columbia and Nebraska. Data from the 1993–94 CCD[28] for the District of Columbia and Nebraska show a decline in the number of public schools reported to CCD, from 178 to 173 for D.C. and 1,453 to 1,406 for Nebraska. These two areas are undergoing long-term closure of public schools and consolidation, due to having a number of schools that serve a small and declining size of population (in Nebraska, small rural schools; in D.C., owing to a decline in the school-age population). Schools in the SASS sample that are found to have closed become out-of-scope and are not included in the SASS estimate.

There were four states in the SASS estimate whose number of schools were between 90 and 95 percent of CCD's: Illinois, North Dakota, Virginia, and West Virginia. North Dakota, Virginia, and West Virginia also show a decline in the number of CCD schools for 1993–94, and are probably undergoing a similar consolidation of small, rural public schools. The CCD number of schools in 1993–94 for North Dakota is 601 (vs. 616); for Virginia, 1,744 (vs. 1,800); and for West Virginia, 870 (vs. 970). Illinois had no decline in the number of schools between 1991–92 and 1993–94, but its school response rate was 3 percentage points lower than the national average.

There are only 4 states in which SASS estimates are higher than for CCD, and all are within 1 percent of CCD: Georgia, Louisiana, Tennessee, and Wisconsin. The 1993–94 CCD number of schools in Georgia increased from 1,721 to 1,755; in Louisiana, from 1,445 to 1,459; and in Wisconsin increased from 1,999 to 2,032. The SASS school count may reflect some growth in the number of public schools since the frame year, but also may just be coincidentally higher than CCD's school count. Tennessee's number of schools in 1993–94 CCD declined slightly (from 1,512 to 1,496), and the SASS figure of 1,522 appears to be a slight anomaly and is probably within normal sampling variability.

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[27] Only the figures from the modified sampling file are presented; some CCD schools are out–of–scope for SASS, such as schools that have prekindergarten and kindergarten levels only, or schools with only basic education adults, or vocational schools whose students are all postsecondary. These figures were supplied by the Bureau of the Census, Demographic Statistical Methods Division.

[28] Hoffman, L. (September 1995). "Overview of Public Elementary and Secondary Schools and Districts: 1993–94." *Statistics in Brief, September 1995*. Table 1. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 95–799. Washington, D.C.: Government Printing Office.

Table XII-4.-- Estimated number of public schools in SASS by state compared with 1991-92 Common Core of Data

State	CCD number of schools	SASS number of schools	SASS as a percent of CCD
50 States and D.C.	82,772	80,740	97.55%
Alabama	1,287	1,274	98.97%
Alaska	490	478	97.58%
Arizona	1,072	1,057	98.60%
Arkansas	1,092	1,084	99.26%
California	7,549	7,319	96.95%
Colorado	1,350	1,329	98.42%
Connecticut	975	964	98.86%
Delaware	172	169	98.38%
District of Columbia	178	160	89.75%
Florida	2,460	2,348	95.43%
Georgia	1,721	1,723	100.13%
Hawaii	236	234	99.33%
Idaho	583	573	98.21%
Illinois	4,095	3,884	94.86%
Indiana	1,891	1,869	98.82%
Iowa	1,552	1,518	97.78%
Kansas	1,458	1,450	99.46%
Kentucky	1,384	1,327	95.91%
Louisiana	1,445	1,446	100.09%
Maine	730	721	98.80%
Maryland	1,199	1,185	98.86%
Massachusetts	1,731	1,689	97.56%
Michigan	3,295	3,159	95.88%
Minnesota	1,584	1,492	94.20%
Mississippi	965	957	99.20%
Missouri	2,081	2,082	100.07%
Montana	900	890	98.94%
Nebraska	1,453	1,296	89.21%
Nevada	370	365	98.67%
New Hampshire	445	445	100.00%
New Jersey	2,258	2,195	97.21%
New Mexico	672	663	98.61%
New York	3,942	3,904	99.03%
North Carolina	1,943	1,927	99.20%
North Dakota	616	582	94.45%
Ohio	3,746	3,636	97.07%
Oklahoma	1,809	1,763	97.48%
Oregon	1,190	1,184	99.51%
Pennsylvania	3,235	3,128	96.71%
Rhode Island	307	295	96.08%
South Carolina	1,096	1,081	98.63%
South Dakota	670	661	98.73%
Tennessee	1,512	1,522	100.65%
Texas	5,972	5,890	98.62%
Utah	704	674	95.78%
Vermont	336	318	94.71%
Virginia	1,800	1,698	94.35%
Washington	1,835	1,806	98.44%
West Virginia	970	898	92.61%
Wisconsin	1,999	2,014	100.74%
Wyoming	417	411	98.53%

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public School Universe Survey, 1991-92," as adapted by Statistical Methods Division, for sampling purposes, and "Schools and Staffing Survey, 1993-94," (Public School Questionnaire).

D. Public School Student Count Comparison (SASS 3A)

Comparisons of the number of public school students in SASS were made to the concurrent year from CCD's State Nonfiscal Survey.[29] Two comparisons were made, one to the CCD total number of students, and also to the CCD K–12 student count. The latter is the better comparison for SASS, as the SASS definition of students excludes prekindergarten (e.g., students in grades K–12 for schools that offer a 1st grade as well as kindergarten). While there are a few public schools included in CCD's definition of K–12 that might not be eligible for SASS, in general most public kindergarten students would be eligible to be counted as a student for SASS, and therefore it does not make sense to exclude kindergartners from the student counts when making the comparison to CCD.

Overall, the SASS student count is almost 6 percent lower than CCD's total students, and just over 3 percent lower than CCD's K–12 student count (Table XII-5). There are slightly more than half a million prekindergarten students included in CCD (556,918), and excluding them brings the SASS student count into the same degree of "fit" as the SASS number of schools (about 2.5 to just over 3 percent difference). However, excluding the prekindergarten students enlarges the amount of difference in those states for which SASS is higher than the CCD count, but in most cases it is only about a percentage point or two higher.

There are seven states in which the SASS public school student count is more than 8 percent lower than CCD's (8 percent is used as a cutoff point since there seems to be a natural break in the range, those less than 92 percent of CCD and those 92 percent and above, with very few at 92 percent): California, Massachusetts, Minnesota, Nebraska, Rhode Island, Vermont, and Virginia. Four of these had lower-than-average school response rates (California, Nebraska, Rhode Island, and Virginia), while the other three had higher than average school survey response rates. There is no easy explanation for Massachusetts, Minnesota, and Vermont's school student counts in SASS to be so much lower than CCD's.

Five states have a SASS student count that is 5 percent or higher than CCD's: Kentucky, Mississippi, Missouri, Montana, and Wisconsin. Missouri, Montana and Wisconsin were among the states in 1990–91 SASS that had difficulty identifying schools by the CCD grade range definition, and consequently, tended to report enrollment for grades that were considered to be "out of scope" for the sampled unit. (See the 1990–91 SASS Data File User's Manual, Chapter VII – Edit Procedures, Section F, Post-Processing Edit.) Although corrective steps were taken prior to the 1993–94 SASS mailout, such as making the expected name and grade range of the school more prominently displayed on the form, with instructions to call if there was more than a one-grade difference in the range, it is possible that some of the same problem persisted. (It should be noted that Kentucky, Missouri, Montana, and Wisconsin also had higher FTE teacher counts on the district file than CCD in 1993–94, but the differences were all less than 10 percent.) Some research has been done on this problem, but it appears that the steps taken may not have entirely corrected the situation. It is not clear whether the same type of error occurred this time in Kentucky and Mississippi as well, either.

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[29] Johnson, F. (May 1995). "Public School Student, Staff, and Graduate Counts by State, School Year 1993–94." *Statistics in Brief, May 1995.* Table 1. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 95–213. Washington: Government Printing Office.

Table XII-5.– Estimated number of public school students in SASS by state compared with 1993-94 Common Core of Data

State	CCD Students 1993-94	CCD Students less PK	SASS students	SASS as a percent of CCD	SASS as a percentage of adjusted CCD
50 States and D.C.	43,476,268	42,919,350	41,621,660	95.73%	96.98%
Alabama	734,469	726,024	745,963	101.56%	102.75%
Alaska	125,948	123,161	127,130	100.94%	103.22%
Arizona	709,453	706,289	685,519	96.63%	97.06%
Arkansas	444,271	443,023	460,286	103.60%	103.90%
California	5,328,558	5,267,277	4,804,574	90.17%	91.22%
Colorado	625,062	617,813	616,434	98.62%	99.78%
Connecticut	496,298	490,082	472,718	95.25%	96.46%
Delaware	105,547	104,982	107,701	102.04%	102.59%
District of Columbia	80,678	75,462	75,948	94.14%	100.64%
Florida	2,040,763	2,005,970	1,888,762	92.55%	94.16%
Georgia	1,235,304	1,229,770	1,194,072	96.66%	97.10%
Hawaii	180,430	179,878	173,041	95.90%	96.20%
Idaho	236,774	235,385	218,179	92.15%	92.69%
Illinois	1,893,078	1,850,719	1,747,678	92.32%	94.43%
Indiana	965,599	961,628	972,991	100.77%	101.18%
Iowa	498,519	493,089	484,443	97.18%	98.25%
Kansas	457,614	455,182	431,981	94.40%	94.90%
Kentucky	655,265	639,533	693,316	105.81%	108.41%
Louisiana	800,560	787,703	791,318	98.85%	100.46%
Maine	216,995	215,959	207,975	95.84%	96.30%
Maryland	772,638	754,654	753,706	97.55%	99.87%
Massachusetts	877,726	864,548	776,415	88.46%	89.81%
Michigan	1,599,377	1,587,673	1,491,699	93.27%	93.96%
Minnesota	810,233	803,577	705,021	87.01%	87.74%
Mississippi	505,907	503,710	531,874	105.13%	105.59%
Missouri	875,639	852,042	938,836	107.22%	110.19%
Montana	163,009	162,526	175,611	107.73%	108.05%
Nebraska	285,097	281,520	248,016	86.99%	88.10%
Nevada	235,800	234,563	231,088	98.00%	98.52%
New Hampshire	185,360	184,068	174,563	94.17%	94.84%
New Jersey	1,151,307	1,142,082	1,097,841	95.36%	96.13%
New Mexico	322,292	320,359	323,001	100.22%	100.82%
New York	2,733,813	2,702,126	2,593,562	94.87%	95.98%
North Carolina	1,133,231	1,124,762	1,090,802	96.26%	96.98%
North Dakota	119,127	118,512	115,635	97.07%	97.57%
Ohio	1,807,319	1,790,109	1,816,266	100.50%	101.46%
Oklahoma	604,076	598,620	579,583	95.95%	96.82%
Oregon	516,611	515,774	478,877	92.70%	92.85%
Pennsylvania	1,744,082	1,739,901	1,805,243	103.51%	103.76%
Rhode Island	145,676	145,211	124,230	85.28%	85.55%
South Carolina	643,859	636,452	630,309	97.90%	99.03%
South Dakota	142,825	142,213	139,525	97.69%	98.11%
Tennessee	866,991	857,015	840,505	96.95%	98.07%
Texas	3,608,262	3,487,816	3,342,778	92.64%	95.84%
Utah	471,365	468,675	454,114	96.34%	96.89%
Vermont	102,755	100,731	91,787	89.33%	91.12%
Virginia	1,045,471	1,042,285	958,091	91.64%	91.92%
Washington	915,952	910,865	913,048	99.68%	100.24%
West Virginia	314,383	310,402	316,190	100.57%	101.86%
Wisconsin	844,001	826,731	880,935	104.38%	106.56%
Wyoming	100,899	100,899	102,484	101.57%	101.57%

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public School Student, Staff, and Graduate Counts by State, School Year 1993-94," May 1995, NCES 95-213 (CCD); and Schools and Staffing, 1993-94 (Public School Questionnaire).

E. Private School Unit Comparison (SASS 3B)

Comparisons of the number of private schools in SASS were made to the sampling year of the Private School Survey (PSS 1991–92), as well as to the concurrent year of PSS. The weighted estimate of SASS private schools was controlled to the estimates of the number of private schools in 1993–94 PSS school total, but otherwise, the weighted estimate of SASS private schools was allowed to vary. Tables XII-6 and XII-7 display the comparisons by private school typology, to the sampling year PSS (XII-6) and to the concurrent year PSS (XII-7). It is coincidental that PSS was in the field at the same time as SASS.

The number of private schools in SASS for 1993–94 reflects not only the frame year schools, but also list frame updates and an area search for schools that are not represented on the list frame (such as unaffiliated nonsectarian or religious schools). It is thus not surprising that the SASS estimate in 1993–94 is slightly (less than 4/10ths of a percent) higher than the PSS total for 1991–92 (Table XII-6). There was a net loss in the number of Catholic schools between 1991–92 and 1993–94, and gains in the number of Other Religious and Nonsectarian schools.

By construction, the total number of private schools in SASS 1993–94 matches the overall total in PSS 1993–94, although there is sampling variability for private schools for subsets of PSS, such as by typology (Table XII-7). The SASS estimate for one typology category, Nonsectarian Special Emphasis, is less than 90 percent of PSS in the same year. The response rate for this type of private school was about 2 percentage points lower than the overall average. Response rates for the other two types within the Nonsectarian category were higher than average: Regular emphasis about 3.5 percentage points higher than average, and Special education 10 percentage points higher than the average. This differing amount of nonresponse affects the final weighted estimates, and at least part of the differences between SASS' and PSS' number of private nonsectarian schools is due to the varying response rates. It is also possible that it is difficult to distinguish easily between regular emphasis (general academic) nonsectarian schools, and special emphasis (such as science) nonsectarian schools, and that there may be some errors in classifying these schools in SASS or PSS or both.

Table XII-6.-- Estimated number of private schools in SASS by typology compared with number of private schools in 1992-93 Private School Survey

Private school type	PSS 1991-92		SASS 1993-94		SASS as a percent of PSS
	Number	Percent	Number	Percent	
All private schools	25,998	100.00%	26,093	100.00%	100.37%
Catholic	8,889	34.19%	8,358	32.03%	94.03%
Parochial	5,485	21.10%	5,332	20.43%	97.21%
Diocesan	2,502	9.62%	2,133	8.18%	85.27%
Private Order	901	3.47%	893	3.42%	99.07%
Other Religious	11,760	45.23%	12,232	46.88%	104.01%
Conservative Christian	4,291	16.51%	4,524	17.34%	105.42%
Affiliated	3,950	15.19%	3,881	14.88%	98.26%
Unaffiliated	3,519	13.54%	3,827	14.67%	108.75%
Non-sectarian	5,349	20.57%	5,503	21.09%	102.89%
Regular program	2,376	9.14%	2,342	8.97%	98.56%
Special emphasis	1,810	6.96%	1,809	6.93%	99.94%
Special education	1,163	4.47%	1,353	5.18%	116.32%

SOURCE: National Center for Education Statistics, Schools and Staffing Survey (Private School Questionnaire) and "Private School Universe Survey, 1991-92" E.D. TABS, NCES 94-350, Table 1.

Table XII-7.-- Estimated number of private schools in SASS by typology compared with number of private schools in 1993-94 Private School Survey

Private school type	PSS 1993-94		SASS 1993-94		SASS as a percent of PSS
	Number	Percent	Number	Percent	
All private schools	26,093	100.00%	26,093	100.00%	100.00%
Catholic	8,331	31.93%	8,358	32.03%	100.32%
Parochial	5,127	19.65%	5,332	20.43%	104.00%
Diocesan	2,371	9.09%	2,133	8.18%	89.98%
Private Order	833	3.19%	893	3.42%	107.15%
Other Religious	12,222	46.84%	12,232	46.88%	100.08%
Conservative Christian	4,530	17.36%	4,524	17.34%	99.86%
Affiliated	3,640	13.95%	3,881	14.88%	106.63%
Unaffiliated	4,051	15.53%	3,827	14.67%	94.46%
Non-sectarian	5,541	21.24%	5,503	21.09%	99.32%
Regular program	2,198	8.42%	2,342	8.97%	106.54%
Special emphasis	2,106	8.07%	1,809	6.93%	85.90%
Special education	1,237	4.74%	1,353	5.18%	109.36%

SOURCE: National Center for Education Statistics, Schools and Staffing Survey (Private School Questionnaire) and "Private School Universe Survey, 1993-94" E.D. TABS, NCES 96-143, Table 1.

F. Private FTE Teacher Comparison (SASS 3B)

Private schools in SASS report the number of teachers in full-time equivalents (FTEs), in order to maintain comparability with the public school district FTE teacher counts. The number of teachers collected on the Private School Survey, the sampling frame, is collected in part-time and full-time headcounts that are converted to FTE counts. Thus, the comparison between the frame data and the sampled data can be made using the same type of count; what usually makes the comparison less straightforward is the fact that the PSS is collected only every other year. The 1991–92 PSS served as the sampling frame for the 1993–94 SASS, although this one time only, there are PSS data for 1993–94.

The number of private FTE teachers in SASS (Table XII-8) is about 2.5% lower overall than in the 1993–94 PSS. The range of the SASS estimates of FTE teachers by typology is between slightly more than 12% below PSS to about 13.5% above. While the overall number of private schools in SASS is controlled to the PSS total, this is not true of the number of FTE teachers. There are several factors that contribute to differences between the SASS estimates and the current year PSS estimates. Schools that closed between the sampling year of 1991–92 and 1993–94 would tend to lower the FTE estimate in SASS relative to the 1993–94 PSS, at least to the extent that there are differences in the number of FTE teachers between schools that closed and schools which remain open; similarly, growth in the number of schools would be reflected in the current PSS and to a lesser extent in SASS (due to the list frame updates and area search). Both of these factors would tend towards a lower number of FTE teachers in SASS than PSS.

A higher estimate of FTE teachers in SASS by private school type could result from one or more factors: that the overall count of private schools in SASS is controlled to 1993–94 PSS, but not within each type of private school, so that the number of schools by typology category may be higher in SASS than in PSS (differences in how the area frame is handled may contribute to this effect); or that in SASS, the private schools may be reporting in total head counts rather than FTEs. The comparison of the private school FTE teacher counts does mirror, to some degree, the unit count comparison (see section E above, and Table XII-7) - that is, the same pattern of underestimates and overestimates is seen - but the degree of difference is higher in the teacher counts.

Table XII-8.-- Estimated number of FTE teachers in SASS Private School Questionnaire file by type of school compared with 1993-94 Private School Survey

Private school type	PSS FTE teachers	SASS FTE teachers	SASS as a percent of PSS
All private schools	339,267	330,839	97.52%
Catholic	143,214	132,240	92.34%
Parochial	75,839	68,105	89.80%
Diocesan	42,239	41,174	97.48%
Private order	25,136	22,961	91.35%
Other religious	117,397	120,254	102.43%
Conservative Christian	42,178	44,841	106.31%
Affiliated	46,511	42,839	92.11%
Unaffiliated	28,708	32,574	113.47%
Non-sectarian	78,655	78,345	99.61%
Regular	48,539	49,533	102.05%
Special emphasis	16,552	14,548	87.89%
Special education	13,564	14,264	105.16%

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Private School Universe Survey, 1993-94" E.D. Tabs, NCES 95-143, Table 1; and "Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993-94," E.D. Tabs, NCES 95-191, Table 2.

G. Public School Teacher FTE Comparison (SASS 4A)

The comparison between the number of teachers in the SASS Public School Teacher questionnaire data and the State Nonfiscal Survey is an **approximation**, as the data for the Public School Teacher questionnaire are reported in head counts, not full-time equivalents (FTEs). As an external file check, this one is only to spot gross errors. There are several reasons why the number of teachers, in FTE counts, from the Teacher file would differ from CCD's State Nonfiscal Survey counts. The CCD counts are statewide official tallies of teachers, reported from a central agency, and unduplicated to account for teachers in multiple districts or schools. The Teacher questionnaire depends in part upon the cooperation of the schools to provide a list of all teachers (about 5 percent of schools in sample refuse to provide a list, accounting for some of the overall lower counts) and also takes into account factors that apply to individual teachers and not to teaching positions (i.e., if a teacher is out on maternity leave or has taken another job in some other school when sampled, the questionnaire is declared out-of-scope, since the designated teacher is not available; however, from the state's point of view, there is still a teaching position at the sampled school). When the public school in sample is declared out-of-scope, such as for merging with another school that is not in sample, the teachers that were selected for sample are also out-of-scope. While such factors affect relatively small proportions of the sampled cases, there may be a cumulative effect on the overall count of teachers in some states. The factor for approximating the ratio of full to part-time teachers is one standard proportion, and does not account for state variations in actual practice.

The SASS teacher estimate of the number of FTE teachers (Table XII-9) was slightly more than 2 percent lower overall than CCD's. In the following 11 states, the SASS teacher estimate was at least 5 percent higher than CCD's (allowing for rounding up to the nearest whole percent): Alaska, Arkansas, Delaware, Hawaii, Iowa, Kentucky, Missouri, Montana, Pennsylvania, Wisconsin, and Wyoming. Seven of these were also at least 5 percent higher than CCD in the District analytic count comparison. Considering that the data from SASS were collected at two different levels (district and individual school teachers), it seems remarkably consistent that, at least in 6 states, there is an overestimate of FTE teachers relative to CCD. These 6 states are Alaska, Arkansas, Kentucky, Montana, Pennsylvania, and Wisconsin. Several of these states were problematic in the 1990–91 SASS, resulting in the post-processing edit; however, in 1993–94, there were no egregious errors in the teacher or student counts. There does appear to be some type of systematic error, or perhaps there is a difference in definition of teachers between SASS and CCD that is not well understood.

Table XII-9.– Estimated number of FTE teachers in SASS Public Teacher Questionnaire file by state compared with 1993-94 State Nonfiscal Survey, Common Core of Data

State	FTE teachers CCD	FTE teachers SASS	SASS as a percent of CCD
50 States and D.C.	2,505,074	2,452,057	97.88%
Alabama	43,002	43,660	101.53%
Alaska	7,193	7,806	108.52%
Arizona	37,493	35,779	95.43%
Arkansas	26,014	29,698	114.16%
California	221,779	203,711	91.85%
Colorado	33,661	33,809	100.44%
Connecticut	34,526	33,438	96.85%
Delaware	6,380	6,841	107.23%
District of Columbia	6,056	5,149	85.02%
Florida	110,653	104,225	94.19%
Georgia	75,602	72,763	96.24%
Hawaii	10,111	10,609	104.93%
Idaho	12,007	11,467	95.50%
Illinois	110,874	106,172	95.76%
Indiana	55,107	55,170	100.11%
Iowa	31,616	33,159	104.88%
Kansas	30,283	28,629	94.54%
Kentucky	37,324	40,002	107.18%
Louisiana	46,913	47,649	101.57%
Maine	15,344	14,478	94.36%
Maryland	44,171	41,152	93.17%
Massachusetts	58,766	53,407	90.88%
Michigan	80,267	79,388	98.90%
Minnesota	46,956	41,081	87.49%
Mississippi	28,376	29,172	102.81%
Missouri	54,543	59,577	109.23%
Montana	9,950	12,106	121.67%
Nebraska	19,552	18,870	96.51%
Nevada	12,579	12,444	98.93%
New Hampshire	11,972	11,331	94.65%
New Jersey	84,564	80,459	95.15%
New Mexico	18,404	18,742	101.84%
New York	179,413	171,571	95.63%
North Carolina	69,421	68,437	98.58%
North Dakota	7,755	7,564	97.54%
Ohio	107,444	106,832	99.43%
Oklahoma	39,031	40,699	104.27%
Oregon	26,488	23,871	90.12%
Pennsylvania	101,301	108,074	106.69%
Rhode Island	9,823	8,565	87.19%
South Carolina	38,620	38,599	99.95%
South Dakota	9,557	9,931	103.91%
Tennessee	46,066	46,081	100.03%
Texas	224,830	219,133	97.47%
Utah	19,053	19,038	99.92%
Vermont	8,102	6,692	82.60%
Virginia	70,220	62,374	88.83%
Washington	45,524	45,906	100.84%
West Virginia	21,029	20,251	96.30%
Wisconsin	52,822	59,437	112.52%
Wyoming	6,537	7,059	107.99%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire). U.S. Department of Education, National Center for Education Statistics, "Public Student, Staff, and Graduate Counts by State, School Year 1993-94," (State Nonfiscal Survey, Common Core of Data), May 1995, NCES 95-213

XIII. Cautions Concerning the Measurement of Change Estimates Using 1987–88 and 1993–94 SASS

XIII. Cautions Concerning the Measurement of Change Estimates Using 1987–88 and 1993–94 SASS

Care must be taken estimating 1987–88 to 1993–94 change in a SASS data element, because some of the measured change may not be attributable to a change in the education system (like a 3% drop in enrollment). Some of the change may be due to changes in the design. Below are design changes that might partially contribute to difficulties in measuring change.

Changing the sampling frame from QED to CCD. Beginning with the 1990–91 SASS, the sampling frame for public schools was changed. This is a concern because the definition of a school is different between the two frames. 1987–88 SASS (QED) defines a school as a physical location, while 1993–94 SASS (CCD) defines a school as an administrative unit with a principal. In states which have multiple administrative units in one physical location, the estimated number of schools could increase. This increase is at least partially caused from the definition difference.

It is possible to collapse the 1993–94 SASS data to the QED school as it was defined in the 1987–88 SASS; thereby eliminating this concern. However, these estimates may no longer be consistent with CCD estimates.

To the extent that the coverage between CCD and QED are different, then part of the change in school related estimates can be attributable to this coverage difference.

Adjusting the estimated number of teachers from the teacher file to the estimated number of teachers from the school file. This was done, beginning with 1991 SASS, to make estimates from the two files more consistent. Since this was not done in the 1987–88 survey, some of the distributional difference between the 1987–88 and 1993–94 teacher files may be partially attributable to this adjustment. In the public 1987–88 files, the teacher counts on the teacher file are smaller than the counts on the school file. In the 1993–94 files, the teacher file counts are increased to equalize the estimates between the teacher and school files. This increase is not a change in the educational system, but a bias correction between the files.

Missing data on the administrator and teacher files are imputed. All data files are adjusted for complete refusals. However, for the 1987–88 administrator and teacher files, missing data elements within responding units are not imputed. Hence, estimates of totals use a value of zero for all missing data elements (i.e., 1987–88 totals are underestimates whenever there are missing data). Beginning with 1990–91 and again for 1993–1994 SASS, estimates of totals use imputed values for missing data elements. Therefore, some of the measured change between the 1987–88 and 1993–94 totals is inflated to correct for a bias in the 1987–88 estimates. This inflation is not due to a change in the educational system. A forthcoming CD-Rom will include imputed data for the 1987-88 administrator and teacher files.

Change estimates for ratios and averages are also inflated/deflated to correct for a possible bias in the 1987–88 estimates. However, the magnitude and direction of the bias is unknown and dependent on the variable of interest.

Questionnaire and Conceptual Differences. Care must also be observed in the interpretation of change estimates between 1988 and 1994 since specific questions are not always worded the same from the first SASS survey to subsequent surveys.[30] Both major and minor changes in wording of specific items occur; the ordering of items may be different and concepts can be different.

As an example, in both the 1987–88 and 1990–91 SASS, the question, "Which best describes the community in which the school is located?" was asked of the respondent to the school survey. The SASS reinterview program in both 1988 and 1991 determined the responses to this item were highly subjective and exhibited moderate response variance. As a result of this finding, the 1990–91 and 1993–94 SASS microdata files contain an "urbanicity" code (LOCALE) developed by Johnson (1989).[31] This code is believed to be a more accurate description of the community than the self-reports on SASS. This methodology assigns "type of locale codes" based on the school mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This rigorously defined locale code on the 1991 and 1994 SASS files is conceptually different from the self-report of community type found on the 1987–88 SASS files.

Rewording a question or moving a question to another part of the questionnaire can affect the size of the estimates. This "change" occurs because the context for responding to the question has changed, and the question now may measure something different than it did originally. An example of items changing between the 1987–88 SASS and the 1990–91 SASS is the question about student participation in a vocational or technical program. In the 1987–88 SASS, the number of students participating in a vocational program was asked in a series along with student participation in various programs, such as in remedial reading or math programs. There was no restriction on the students' grade levels included in the 1987–88 number of vocational program students. However, in the 1990–91 SASS, the vocational program participation item was restricted to schools with grades 10 through 12. The vocational program question in 1990–91 is part of a sequence of items on enrollment of the school's students in the academic, vocational, or general high school curriculum. The two estimates, from 1987–88 and 1990–91, are not strictly comparable and do not measure the same group of vocational students.

Another change in the administrator and teacher questionnaires from the 1987–88 SASS was in the layout of college major field codes. In both years, the college major field codes were grouped into either Education or General majors. The 1987–88 version put the General major codes at the top of the list (Administrators) or at the left-hand side of the page (Teachers). This meant that the first major encountered for a math teacher would be "Mathematics" rather than "Mathematics education." Because more teachers (and many administrators) major in education with a specialization in an academic field than in the general field, the order was switched in 1990–91. This has resulted in more mathematics teachers, for example, reporting a mathematics education major in 1990–91 than in 1987–88. Such a change could be due in large part to teachers noticing "Mathematics education" first, rather than "Mathematics," and to a lesser extent, the real changes between two survey years.

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[30] See *SASS: 1990-91 Data File User's Manual, Volume I, Appendix B* for a crosswalk of the changes between the 1988 and 1991 questionnaires.

[31] Johnson, F. (1989), *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, National Center for Education Statistics Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194.

Calculating the Standard Error for a Cross-Year Comparison. When analyzing the change between two survey collections, such as between 1987–88 and 1993–94, the following statistics should be computed:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P1 and P2 are the estimates to be compared and se1 and se2 are the standard errors for time 1 and time 2, respectively. This formula is valid only for independent estimates.

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XIV. Confidentiality Protection Measures

XIV. Confidentiality Protection Measures

The 1993–94 Schools and Staffing Survey data are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 1221e-1] and the Carl D. Perkins Vocational Education Act.

Under Public Law 100-297, the National Center for Education Statistics is responsible for protecting the confidentiality of individual respondents and releases data (tapes and CD-Roms) for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures for disclosure avoidance were used in preparing public-use data for release. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections.

The data are made available in an abridged form to researchers and the general public. Identification elements on these public-use tapes and CD-Roms are coded or deleted to protect the confidentiality of survey participants. Researchers who meet a set of qualifications described in Section B may purchase restricted-use data containing identification codes that facilitate linkage between surveys for statistical research purposes.

A. Public-Use Files

The public-use data include Census region and state codes. Census region is defined in the codebooks; all region codes are based upon physical location of the school. State codes, however, were scrambled so as to prevent their use for state-level data. These codes may be used to link the various datasets. This allows the Teacher Demand and Shortage file to be linked with the Public School, Administrator, and Teacher files without State identification.

The Teacher Demand and Shortage File for public schools was separated into two parts: demand and shortage data and district policy information. The demand and shortage data are contained on a separate file which is unlinked and unmasked. The district policy information was attached to school records and, thus, allows linkage with school, principal, and teacher information.

The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics.[32] Each of the three primary divisions (Catholic, Other Religious and Non-sectarian) are subdivided into three dditional groups: Catholic into Parochial, Diocesan, and Private Order; Other Religious into Conservative Christian, Affiliated with a national denomination or other religious school association, and Unaffiliated; and Non-sectarian into Regular program, Special emphasis, and Special Education. Information on the rationale for the development of the typology can be found in the technical report entitled *Diversity of Private Schools*. Original affiliation identifiers were removed and each school was recoded according to the typology.

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[32] McMillen, M. and Benson, P. (1991), *Diversity of Private Schools*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC, Technical Report (NCES 92-082).

On the School, Administrator, and Teacher files, continuous variables that would permit disclosure of school, teacher, or administrator identity have been collapsed into categories and top- and bottom-coded. On the School file, for example, enrollment, number of teachers, community type, percent minority enrollment, and school level were coded. On the Administrator and Teacher files, income and age were coded.

Some categorical variables that were a disclosure problem have been recoded into new categories. The new categories are defined for the appropriate source codes on the tape record layouts. A few items have been deleted from the files altogether because of disclosure problems. For example, the school names and addresses have been deleted from the file to protect the identity of individual schools.

B. Restricted-Use Files

As discussed in the previous section, some elements of the public-use data are coded or deleted to protect the confidentiality of individual administrators or teachers. School, administrator, and teacher files may be linked within SASS but individual's data such as specific salary or race are not on the public-use file. State analyses are only possible with restricted data. Researchers who can demonstrate a need for more detailed information may request access to restricted-use tapes containing identification codes that facilitate linkage between surveys for statistical research purposes.

Researchers requesting access to the restricted-use tapes must obtain a license to use these data by providing the following information:

- The title of the survey(s) to which access is desired.
- A detailed discussion of the statistical research project which necessitates accessing the NCES survey.
- The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
- The name and title of the principal project officer who will oversee the daily operations.
- The number, names(s), and title(s) of professional and technical staff who will be accessing the survey data base.

- The estimated loan period necessary for accessing the NCES survey data base.
- The desired computer media format and conversion (e.g., 9-track tape, CD ROM and ASCII, EBCDIC).

Return all of the above information to:

Statistical Standard and Services Group
NCES/OERI
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

After reviewing the information, the Associate Commissioner for Statistical Standards and Methodology will inform the requester whether a license to use the restricted data is approved.

Researchers and/or institutions that violate the agreement are subject to a fine of not more than $250,000 (under 18 U.S.C. 3559 and 3571) or imprisonment for not more than five years, or both.

C. File Linkage

When each school was selected for the Public and Private School Survey samples, its principal was also selected for the Principal Survey and a sample of teachers at that school was selected for the Teacher Survey. For public schools, the school district, or local education agency (LEA), with jurisdiction over the sample school was selected for the Teacher Demand and Shortage Survey.

On the restricted-use files, each school can be linked to the records for its principal and sample teachers by SCHCNTL (school control number) which was added to each appropriate record. The records for school districts on the Teacher Demand and Shortage Survey file can be linked to the public schools, principals, and teachers using the variable LEACNTL (school district control number) which was added to each appropriate record.

Each school can be linked to the public-use file records for its principal and sample teachers by SCHCNTL. However, the records for school districts on the Teacher Demand and Shortage Survey file cannot be linked to the public schools, principals, or teachers because the variable SCHCNTL has been changed to protect the confidentiality of individual schools, principals, and teachers.

D. Treatment of BIA Schools

Data on BIA schools, principals, and teachers were not included on public-use data because the risk of identifying an individual school was too high (the universe of BIA schools was sampled). Instead, the data are released on a separate restricted-use file. This file can be merged with the other restricted-use tape by licensed users for analysis purposes, if desired.

E. Treatment of the Student File

The Student File will be a restricted-use file only. This file can be merged with the other restricted-use tape by licensed users for analysis purposes, if desired.

XV. Created Variables

XV. Created Variables

A. Variables Added to the Datafile

Several analysis variables were added to both restricted-use datafiles and public-use datafiles (unless otherwise noted) for data users' convenience:

1. School control number (SCHCNTL) - Principal, Teacher, and School files

The School control number (SCHCNTL) is on the School file and is added to the Principal and Teacher files. The SCHCNTL is used to link a Principal with their School or Teachers with their School. Note: SCHCNTL is unique on the School and Principal files. However, there will be many teachers in one school with the same SCHCNTL on the Teacher file.

2. School District control number (LEACNTL) - *Public Restricted-Use files* (Principal, Teacher, and School)

The School District control number (LEACNTL) is on the School District file and is added to the Public School, Principal, and Teacher files. The LEACNTL is used to link a Public Schools, Principals, and Teachers with their School District. Note: LEACNTL is unique on the District file. However, there will be many schools, principals, and teachers in one school district with the same LEACNTL.

3. School level (SCHLEVEL) - Principal, Teacher, and School files

School level is defined as elementary, secondary, or combined, where a combined school has some elementary and also some secondary grades. The following definition of school level was used to determine a consistent school level, and replaces the self-assigned school level:

1. Elementary if the school has only grades below 8th grade;
2. Secondary if the school has grades between 7th and 12th;
3. Combined if the school has any other combination of grades.

Two examples of a combined school level are 4–8 and 5–12. Secondary schools can have any combination of grades between 7th and 12th grade.

4. Type of private school (TYPOLOGY) - Principal, Teacher, and School files

There is a wide diversity among private schools, between types of religiously-oriented schools, Non-sectarian and special-purpose schools. NCES has adopted a nine-level grouping of private schools that reflects this diversity.[33]

1. Catholic, Parochial;
2. Catholic, Diocesan;
3. Catholic, Private order;
4. Other religious, Conservative Christian;
5. Other religious, denomination-affiliated;
6. Other religious, unaffiliated;
7. Non-sectarian, regular program;
8. Non-sectarian, special emphasis program;
9. Non-sectarian, special education program.

5. 3-Level Affiliation (AFFIL) - Private Principal, Teacher, and School files

The nine Typology levels are also consolidated into the three major affiliation categories traditionally reported by NCES: Catholic, other Religious, and Non-sectarian. Typology levels 1–3 are the Catholic affiliations, 4–6 are Other religious affiliations, and 7–9 are Non-sectarian affiliations.

1. Catholic;
2. Other religious;
3. Non-sectarian.

6. Community type (LOCALE) - Principal, Teacher, and School files

The community type in which the school operates is based upon the Census definition of community size and its relation to urbanized or rural places.[34] SASS collected a self-reported variable, but it was subject to misclassification, because respondents tended to report the size of the immediate area without regard to its urban, suburban, or rural status. The self-reported community type has been replaced by one determined from the ZIP code of the school, and matched to the Census community size for that ZIP code. For the 1990-91 and 1993-94 SASS, LOCALE is derived for the public schools by matching to the LOCALE code on the Common Core of Data School file, and is derived for the private schools by copying the algorithm from CCD and applying it to the ZIP codes of private schools.

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[33] McMillen, M. and Benson, P. (1991), *Diversity of Private Schools*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC, Technical Report 9NCES .

[34] Johnson, F. (1989), *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, National Center for Education Statistics Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194.

1. Large city - central city of a standardized metropolitan area having a population greater than or equal to 400,000 or a population density greater than or equal to 6,000 people per square mile.

2. Mid-size city - central city of a standardized metropolitan area having a population less than 400,000 and a population density less than 6,000 people per square mile.

3. Urban fringe of large city - place within a metropolitan area of a large city and defined as urban by Census (i.e., within same county).

4. Urban fringe of mid-size city - place within a metropolitan area of a mid-size city and defined as urban.

5. Large town - a town not inside a metropolitan area, with a population greater than or equal to 25,000.

6. Small town - a town not within a metropolitan area and with a population less than 25,000 but greater than 2,500.

7. Rural - a place with fewer than 2,500 people or a place designated as rural by Census.

7. School's Urbanicity (URBANIC) - Principal, Teacher, and School files

This variable is a recoding of LOCALE:

1. Central city;
2. Urban fringe or Large town;
3. Rural/Small town.

The 7 LOCALE levels are consolidated into 3 major Urbanicity categories reported by NCES: Central City, Urban Fringe, and Rural. LOCALE levels 1 and 2 are central city, 3–5 are urban fringe, and 6 and 7 are rural designations. This categorization comforms to Bureau of Census' geographic definitions of urbanicity (and OMB's list of Metropolitan Statistical Areas).

8. State abbreviation (STATABB) - Principal, Teacher, and School files

This is the abbreviation of the state in which a school is physically located. This may not be the same as the abbreviation in the mailing address.

9. Size of School District (LEASIZE) - Public Principal, Teacher, and School files

This is computed by doing a sum of the number of students in the School District (LEA). The number is then categorized:

1 = None
2 = 1-999
3 = 1,000 - 9,999
4 = 10,000 - 990,000

10. Number of minority teachers (NMINTCH) - Principal, Teacher, and School files

This variable is computed from the SASS teacher race/ethnicity counts. The sum of teachers of all racial/ethnic groups other than White is calculated.

11. Percent minority teachers (PMINTCH) - Principal, Teacher, and School files

This variable is computed from the SASS teacher race/ethnicity counts. The sum of teachers of all racial/ethnic groups other than White is calculated as a percentage of teachers of all race/ethnicity groups.

12. Number of minority enrollment (NMINENR) - Principal, Teacher, and School files

This variable is computed from the SASS student race/ethnicity counts. The sum of students of all racial/ethnic groups other than White is calculated.

13. Percent minority enrollment(PMINENR) - *Restricted-Use files* (Principal, Teacher, and School)

This variable is computed from the SASS student race/ethnicity counts. The sum of students of all racial/ethnic groups other than White is calculated as a percentage of students of all race/ethnicity groups.

Percent minority enrollment (PMINENR) - *Public-Use files* (Principal, Teacher, and School)

The Restricted-Use values were categorized for the Public-Use files as follows:

1. 0 - 4 percent;
2. 5 - 19 percent;
3. 20 - 49 percent;
4. 50 - 100 percent.

14. BIA flag (BIA) - Principal and School files

This variable indicates whether a school is a Bureau of Indian Affairs (BIA) school. The Principal at a BIA school is also flagged as BIA.

15. School enrollment (ENRK12UG) - *Restricted-Use files* (Principal and Teacher)

This is variable S0255 on the School file and was placed on the School Principal and Teachers' records.

School enrollment (ENRK12UG) - *Public-Use files* (Principal and Teacher)

The Restricted-Use values were categorized for the Public-Use files as follows:

1. 1 - 149;
2. 150 - 299;
3. 300 - 499;
4. 500 - 749;
5. 750 - 1499;
6. 1500 or greater.

16. Race-ethnicity (RACE_ETH) - Principal and Teacher files

This variable was created by using questions 28a and 29 on the Principal Questionnaire and questions 57a and 58 on the Teacher Questionnaire.

17. Age (AGE) - *Restricted-Use files* (Principal and Teacher)

This variable was created by using question 30 on the Principal Questionnaire and question 59 on the Teacher Questionnaire and subtracting the 'Year of Birth' from 1994.

Age (AGE) - *Public-Use files* (Principal and Teacher)

The Restricted-Use values were categorized for the Public-Use files as follows:

1. Age under 30;
2. 30 - 39;
3. 40 - 49;
4. 50 and above.

18. Highest degree earned (HIDEG) - Principal and Teacher files

The highest degree earned is a recoding of the various academic degrees received variables into:

0. No degree;
1. Less than or equal to a Bachelor's degree;
2. Master's degree;
3. Above a Master's degree.

19. School's program type (PGMTYPE) - Principal and Teacher files

This is the type of the Principal or Teachers' School.

1. Regular elementary or secondary;
2. Montessori (Private only);
3. Elementary or secondary with a Special Program Emphasis;
4. Special Education - primarily serves students with disabilities.
5. Vocational/Technical;
6. Alternative - offers a curriculum designed to provide alternative or nontraditional education.

20. School's tuition (TUITIN) - Private Principal and Teacher files

This is the highest ANNUAL tuition charged by the Principal or Teachers' School for a full-time student. This variable was created using question 19c from the Private School Questionnaire.

21. Continuing FTE Teachers (CONFTE) - District and Private School files

This variable is created by subtracting the Newly Hired FTE Teachers from the Total FTE Teachers. This reflects the number of teachers who stayed in the teaching profession at the Public School District or Private School being questioned.

22. Teaching experience (TCHEXPER) - Principal file only

This variable is created by adding number of years experience as a teacher before becoming a Principal and number of years experience as a teacher after becoming a Principal. This variable was created using question 11a and 11b on the Principal Questionnaire.

23. Principal experience (PRNEXPER) - Principal file only

This variable is created by adding experience as a principal at this school and experience as a principal in another school.

24. Teaching experience (TOTEXPER) - Teacher file only

This variable is created by adding a teacher's years of experience as a full-time and/or part-time teacher for both Public and Private schools.

25. Teaching Level (LEVEL) - Teacher file only

The Elementary/Secondary algorithm was developed for the 1990–91 SASS Teacher file to assist in assigning the grade LEVEL which the teacher was teaching. During analysis, a misassignment of the teachers' level was found using the 1990–91 algorithm. At the end of the algorithm, if a teacher had not met one of the conditions, the teacher was assigned 'LEVEL=2'. This caused many elementary school teachers to be assigned as secondary. This find initiated the rethinking of the algorithm and expanding the code prior to the 1993–94 SASS. When this "NEW" algorithm was applied to the 1990–91 data, the 11,888 public school teachers and 1,671 private school teachers were properly assigned a LEVEL that correctly reflected their teaching assignment.

The "NEW" algorithm assigns LEVEL as follows:

1. *Elementary* - An elementary teacher was one who, when asked for grades taught, checked:

- Only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or "ungraded" and no 10th through 12th grade; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school.

If teacher teaches some classes at both levels:

- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- Departmentalized classes and majority of classes are elementary; or
- Elementary Enrichment teacher; or
- Teaches grades 1 through 6 and was designated as an elementary teacher on the list of teachers provided by the school.
- Teaches more grades 1 through 6 than grades 7 through 12; or
- Teaches equal number of grades 1 through 6 as grades 7 through 12 and was designated as an elementary teacher on the list of teachers provided by the school.

If teacher meets none of the above criteria:

- Elementary Enrichment teacher; or
- Main assignment is kindergarten or general elementary; or
- Self-contained class and teaches Special Education; or

2. *Secondary* - A secondary teacher was one who, when asked for grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or

- 9th grade or higher, or 9th grade or higher and "ungraded"; or

- 9th grade or higher, and no "ungraded", or prekindergarten through 5th grade; or

- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or

- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

If teacher teaches some classes at both levels:

- 5th through 9th grade and no "ungraded" or 1st through 4th grade; or

- Has all 7th through 12th grade classes; or

- Has more 7th through 12th grade classes than 1st through 6th grade classes; or
- Has equal classes 1st through 6th grade and 7th through 12th grade classes, and was designated as a secondary teacher on the list of teachers provided by the school.

26. Urbanicity Codes for School Districts - Restricted-use file only (TDS)

As LOCALE codes have not been developed for districts, several other geographic identifiers are included on the restricted-use file only for research purposes. These identifiers are:

a. **State and County FIPS code (STCNTY)** - The standardized FIPS code for a county, combined with the FIPS code for the State. This five-digit code can be looked up in the FIPS publication cited in the User's Notes (see Section XVI).

b. CMSA code (CMSA) - This four-digit code identifies the specific metropolitan statistical area as defined by OMB and can also be looked up in another FIPS guide. MSAs are areas with at least 50,000 people or with more than one city with population totaling at least 50,000. There is no code for non-MSA districts.

c. Metropolitan status code (METRO) - This is a categorical variable, assigned to every district relative to its metropolitan status:

1. Urban area, primarily inside central city;
2. Urban area, primarily outside central city;
3. Non-urban area.

This variable is on the Common Core of Data file and assigned by NCES.

27. Total number of teachers (TOTTEACH) - Public-Use file only School)

This variable is created by adding the total number of full-time and part-time teachers' on the Public School file (questions 16g and 17g on the Public School Questionnaire) and by renaming Total Teachers (question 23 on the Private School Questionnaire) on the Private School file. The number is then categorized for the Public-Use files as follows:

Public:		**Private:**	
1.	0 to less than 25	1.	0 to less than 5
2.	25 to less than 35	2.	5 to less than 10
3.	35 to less than 45	3.	10 to less than 15
4.	45 or greater	4.	15 or greater

B. Analysis Variables Used in NCES Publications

1. School size - Public-use School file

This variable is a categorization of the total enrollment for a school:

1. 1 - 149 students;
2. 150 - 499 students;
3. 500 - 749 students;
4. 750 students or greater.

2. New Teacher or Experienced Teacher (TNEWID) - Public-use and Restricted-use Teacher files

"New" teachers are defined as having taught for 3 years or less, either in the public or private schools. This variable is defined prior to obtaining the teacher data, by the school's principal. It can be found among the sampling variables towards the end of the Teacher file codebook.

XVI. User Notes

XVI. User Notes

Subsetting a File

Each component within SASS is a distinct record on the datafile: districts, public principals, private principals, public schools, private schools, public teachers, and private teachers. The codebooks for each component cover both the public and private records; in addition, on the restricted-use school file and to a lesser extent, on the public-use file, the district records are combined with the school records. In order to do an analysis on any one component without extraneous "noise" from other components, the programmer or researcher has to subset the file by the variable SURVEY. For example, using the Statistical Analysis System (SAS) language, the following commands would be necessary in the DATA step to retain data for public teachers only:

```
* PC-SAS version *
INFILE ‘c:\mydata\tchpgm.sas      * read in stored output file from CD-ROM;
DATA TEACHERS;                    * start of analysis program;
   IF SURVEY=4;                   * keeps only public school teachers;
```

Using the SASS:1993–94 CD-ROM

The 1993–94 SASS data are being distributed primarily on CD-ROM. 9-Track IBM tapes may be ordered on an as-needed basis. The SASS CD-ROM has an Electronic Codebook which enables the user to look up variables and obtain descriptions and simple unweighted frequency counts for all variables. **The SASS:1993–94 Electronic Codebook and Public-Use Data** (or its restricted-use version) **is DOS-viewable but is not designed for viewing in Windows.** It is best to load in the data and use the CD-ROM outside of the Windows environment altogether, as Windows requires a certain amount of memory even when it runs in the background. There may also be conflicts in memory management when attempting to view the SASS CD-ROM within Windows. A Windows version of the SASS data will be available in a future SASS CD-ROM product, a compendium of all of the SASS and TFS data collections.

Detailed "Help" files are available on the CD-ROM as text files. These may be viewed onscreen or printed out for reference. There is information about the use of the Menu functions within the Electronic Codebook (ECB), and examples of how to subset the data and output a datafile for analysis. Troubleshooting tips for installing the programs and data onto your PC's hard drive are also included in text files. **One of the most basic tips to remember is: always have the SASS CD-ROM in its drive, because even analysis output files will refer back to the data stored on the CD-ROM.** Your program will not work if the necessary data aren't available!

How to Get Names of Colleges and Universities from the IPEDS College Codes

In the 1993–94 Schools and Staffing Survey, principals and teachers were asked to provide the name of their undergraduate college or university. Those college and university names (reported in the Principal Questionnaire in item 6a, variable A095 or Teacher Questionnaire in item 15a, variable T0175) were clerically transcribed to the numbering scheme that is used in the Integrated Postsecondary Education Data System,[35] which maintains a directory of colleges and universities. The IPEDS college codes are one of the first variables on any IPEDS dataset; the college codes are the UNITIDs (unit identification codes).

The IPEDS Directory (printed version) of 2- and 4-year colleges and universities is out of print for 1993–94; however, the directory for 1994–95 should be available. Another means of obtaining the college codes is by downloading any of the IPEDS datasets (Institutional Characteristics, or IC, is recommended) from the Internet, and stripping off the first 56 characters only. The UNITID (first 6 characters) is the unique college code, and the remaining 50 characters are for the name of the college or university (names are left-justified and fill up only as many characters as needed).

To download the Institutional Characteristics file: (Internet users)

Gopher users access the Office of Educational Research and Improvement's gopher server (OERI gopher) at the following address:

gopher://gopher.ed.gov

(Among All the Gophers in the World, the OERI Gopher is listed under District of Columbia gophers; or use your local server's URL dialog box to type in the address.)

To navigate through the OERI gopher's menu:

From the first menu, select 7 - Educational Research, Improvement, and Statistics (OERI & NCES).
From the next menu, select 3 - National Center for Education Statistics.
From the next menu, select 5 - NCES Data.
From the next menu, select 2 - Postsecondary Education data.
From the next menu, select 3 - Integrated Postsecondary Education Data System (IPEDS).
From the next menu, select Institutional Characteristics 1993–94.
Note that the IC datafile is a zipped, binary file. Read the "About .." file before downloading.

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[35] Broyles, S. and Fernandez, R. (1995), *Directory of Postsecondary Institutions: Volume I: 2- & 4-year Institutions*, U.S. Department of Education, Washington, DC (NCES 96-033-I).

Download the entire, zipped IC file to your hard drive. (Be sure to check that you have sufficient space for the entire unzipped dataset before downloading. Even though most of the datafile will be eliminated, you must have the capability to store the entire datafile temporarily.)

Use the PKUNZIP.EXE utility to expand the zipped file back to its original size. (If you do not have the program PKUNZIP.EXE, that is also available from the OERI Gopher.) Note that there are layout files as well as data files.).

World Wide Web users (Mosaic, Netscape, etc.) access the NCES Home Page:

http://www.ed.gov/NCES

and follow the menu to NCES databases; then proceed as per the gopher instructions to choose the Institutional Characteristics 1993–94 file and download it.

Code for Accessing IPEDS 'Institutional Characteristics' (IC) Data File

Statistical Analysis System (SAS)/PC code:

```
DATA IPEDS:
     INFILE ‘C:\IPEDS\IC93.DAT’ LRECL=56 PAD MISSOVER;
     INPUT @1 UNITID $6.
          @7 INSTNM $50.;
RUN;
```

SPSS (Statistical Package for the Social Sciences)/PC code:

```
DATA  LIST FILE = ‘C:\IPEDS\IC93.DAT’    /
          UNITID 1-6
          INSTNM 7-56
    SAVE  OUTFILE = ‘C:\IPEDS\IC93’ / COMPRESSED.
```

These programs will strip off the first 56 characters; that will be all that is retained for analysis. The file can then be printed out or imported into a database program and searched for particular codes or names.

A Caution about Merging Files

When merging SASS 1993–94 files, such as school and teacher, the researcher must realize that the individual files do not contain the same number of cases. There is one principal selected for every school in sample, and there are multiple teachers selected for every school in sample (generally a minimum of 3, but the exact number depends upon the size of the school). Differences in response rates for each component result in unequal sample (unweighted) cases between the two files. This is most easily confirmed by checking the unweighted frequencies that are listed in the codebooks for each component. Individual principals, schools, and teachers may have declined to participate in SASS, or there may be respondent teachers in a school that refused to participate. Thus, when merging two SASS files together, such as the teacher and school, disproportionality may occur when clusters of teachers who work at schools that did not complete school questionnaires are eliminated from further analysis because of missing school data. The same may be said about the principal and school files, as the principal questionnaire had a higher response rate than the school questionnaire. Restricted file users should also note that there are public schools with no corresponding district (LEA) record. These districts refused to participate.

FIPS codes

FIPS stands for **Federal Information Processing Standards**. FIPS publications are produced by the U.S. Department of Commerce's National Institute of Standards and Technology (NIST). These codes standardize numeric codes for geographic areas. The detailed names of counties and corresponding codes are published in FIPS Publication 6-4, "Counties and Equivalent Entities of the United States, Its Possessions, and Associated Areas," while the names and codes for the Metropolitan Statistical Areas are included in FIPS Publication 8-5, "Metropolitan Statistical Areas (including CMSAs, PMSAs, and NECMAs)." Copies of FIPS Publications 6-4 and 8-5 are available for sale by the National Technical Information Service (NTIS), U.S. Department of Commerce, Springfield, VA. Write or call the NTIS Computer Products Office at (703) 487-4650 for cost and ordering information. When ordering, refer to Federal Information Processing Standards Publication 6-4 (FIPSPUB6-4) or Federal Information Processing Standards Publication 8-5 (FIPSPUB8-5) and its title.

Calculation of Average Years of Teaching Experience

Items 9 and 10 on the Teacher Questionnaire ask about the years of full- and part-time teaching experience that the teacher has in both public and private schools. Public school teachers are skipped out of the questions on private school experience if they've never taught in private schools; similarly, private school teachers are skipped out of the questions about public school teaching experience if they've never taught in public schools. As a result of this skip pattern, public school teachers who have never taught in private schools will have a value of "missing" on the file for the variables FTPVT and PTPVT; private school teachers who have never taught in public schools will have a value of "missing" on the file for the variables FTPUB and PTPUB.

To calculate the average number of years that all public school teachers have taught in private schools, or the average number of years that all private school teachers have taught in public schools, you should recode these missing values to zeros. Otherwise, the average that you calculate will reflect the average number of years that public school teachers have taught in private schools only for those public school teachers who have ever taught in private schools, or the average number of years that private school teachers have taught in public schools only for those private school teachers who have ever taught in public schools.

This recoding will not be necessary if you are interested in the total years of teaching experience in both sectors because the missing values will be treated as zeros in the sum (FTPUB + FTPVT) or (PTPUB + PTPVT) or (FTPUB + PTPUB + FTPVT + PTPVT).

Created Variables

Chapter XV has complete definitions for variables that are derived from the questionnaire variables. These created variables are on the file to aid in analysis of the data.

Merging SASS With CCD and PSS Data

The SASS data can be merged with the CCD (public) and PSS (private) universe files. To merge with CCD, use the CCDIDSCH variable on the SASS Public School file and the NCESSCH variable on the CCD file. To merge with PSS, use APIN on both the SASS Private School file and the PSS file.

APPENDICES

Appendix A. Definitions

The following terms are defined as they apply to SASS.

Common Core of Data (CCD). The Common Core of Data (CCD) is a group of surveys that collect public elementary and secondary education data from the fifty states, the District of Columbia and the U.S. territories (American Samoa, Guam, Puerta Rico, Virgin Islands, Northern Marianas). Information about staff and students in public schools is collected annually at the school, district, and state levels. Revenue and expenditure data are also collected at the state level.

Census region. The four Census regions are:

Northeast - Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania

Midwest - Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas

South - Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

West - Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

FIPS. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes are codes developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and state in the United States; state codes are listed in the codebooks, while the county codes may be looked up in NIST publications. See the User's Notes section for further information.

Full-time equivalent (FTE). Full-time equivalent (FTE) quantifies LEA and school staff positions in proportion to a full-time position. For example, if a full-time teacher works 35 hours per week in LEA X, then a teacher who works 21 hours would have an FTE of 0.6 in that LEA.

Imputation. Imputation is the creation of values for items that should been answered by respondents but were not. Values may have been imputed by (1) using information from other items on the same data record (i.e., internal imputation), (2) extracting data from a related component of the Schools and Staffing Survey (e.g., using data from an LEA record to impute missing values to the record for a school operated by the LEA), (3) extracting data from the sample file (information about the sample case from the Common Core of Data or the Private School Survey, collected in the 1991-92 school year), or (4) extracting data from the record for a sample case with similar characteristics (donor-based imputation or the "hot deck" method of imputing for item nonresponse).

Librarian. A librarian is a school staff member whose main responsibility is taking care of the library.

Library media center. A library media center is an organized collection of printed, audiovisual, or computer resources that (a) is administered as a unit, (b) is located in a designated place or places, and (c) makes resources and services available to students, teachers and administrators.

Library media specialist. A library media specialist is a teacher who is state-certified in the field of library media.

Local education agency (LEA). An LEA, or public school district, is a government agency that employs elementary or secondary teachers and is administratively responsible for providing public elementary or secondary instruction and educational support services. Included are education agencies that do not operate schools but employ teachers, e.g., regional cooperatives that employ special education teachers who teach in schools in more than one school district.

Private School Survey (PSS). The Private School Survey (PSS) is a biennial survey designed to collect data from all private schools in the fifty states and the District of Columbia. It is the universe from which the sample for the private school component of SASS is selected.

School, alternative. Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. They fall outside of the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Some examples of alternative schools are those for potential drop-outs, residential treatment centers for substance abuse (if they provide elementary or secondary education), and schools for chronic truants.

School, BIA. BIA schools are schools that are funded by the Bureau of Indian Affairs, U.S. Department of Interior. These schools may be operated by the BIA, a tribe, a private contractor, or a local education agency (or school district).

School, combined. A school is combined if it has sixth grade (or any lower grade) **and** ninth grade (or any higher grade); for example, schools with grades K-12, 6-12, 6-9, or 1-12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is elementary if it has no grade higher than eighth and at least one of grades 1 through 6; for example, schools with grades K-6, 1-3, or 6-8 are classified as elementary schools.

School, Indian. An Indian school is a school funded by the Bureau of Indian Affairs (BIA) that is not operated by an LEA. An Indian school may be operated by the BIA, a tribe, or a private contractor.

School, Native American. Native American schools are public schools where 19.5 percent or more of the students are American Indian or Alaska Native, as reported in the 1991-92 CCD. This classification was used in stratifying the SASS public school sample in order to improve estimates of the Native American student population.

School, private. A private school is a school that is not supported primarily by public funds (i.e., it is not a public school). It must provide instruction for one of more of grades 1 through 12 (or comparable ungraded levels), have one or more teachers and be located in a building that is not used primarily as a private home. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are **not** included.

School, public. A public school is an institution that provides educational services for at least one of grades 1 through 12 (or comparable ungraded levels), has one or more teachers, is located in one or more buildings, and is supported primarily by public funds. State schools (e.g., schools for the deaf or the blind), schools in juvenile detention centers, and schools located on military bases and operated by the Department of Defense are included.

School, secondary. A school is secondary if it has no grade less than seventh and at least one of grades 7 through 12; for example, schools with grades 9-12, 7-8, 10-12, or 7-9 are classified as secondary schools.

School, special education. Special education schools provide educational services to students with special physical or mental needs, i.e., students with mental handicaps (such as mental retardation or autism), physical handicaps (such as hearing-impairment), or learning disabilities (such as dyslexia).

School, vocational. Vocational schools primarily serve students who are being trained for semi-skilled or technical occupations.

Typology, private school. Private schools were assigned to one of three major categories and, within each major category, one of three subcategories. The categories and subcategories are:

> 1) Catholic - parochial, diocesan, and private; 2) other religious - affiliated with a conservative Christian school association, affiliated with a national denomination, and unaffiliated; and 3) nonsectarian - regular, special program emphasis, and special education.[1]

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[1] See M. McMillen and P. Benson, *Diversity of Private Schools,* Technical Report, NCES 92-082 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991).

Teacher. A teacher is any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K-12 (or comparable ungraded levels).[2] In addition to regular full-time teachers, the following types of teachers are also included: (1) itinerant teachers, (2) long-term substitutes who fill the role of a regular teacher on a long-term basis, and (3) administrators, counselors, librarians, and other professional or support staff who teach **any** regularly scheduled classes, (4) other part-time teachers. Short-term substitute teachers and student teachers are not included.

Teacher, itinerant. An itinerant teacher teaches at more than one school, e.g., a music teacher who teaches three days per week at one school and two days per week at another.

Teachers, newly hired. Newly hired teachers are teachers who were newly hired by the LEA (public) or school (private and Indian) for the 1993-94 school year. They include teachers returning from unpaid leave of absence of one school year or more, but not substitute teachers.

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to "primary" and "intermediate" levels instead of specific grades.

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[2] This definition differs from the one used for previous administrations of SASS. In the 1987-88 and the 1990-91 surveys, a teacher was defined as a school staff member whose **primary assignment** was teaching in any of grades K-12. School staff whose primary assignment was something other than teaching were excluded, even if they taught some regularly scheduled classes.

Appendix B. Crosswalk among items in the 1987-88, 1990-91, and 1993-94 SASS

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, that particular item did not have an equivalent item in 1993-94. Variables are listed in 1993-94 item order. See page 5 for variables not found on the 1993-94 form, but asked in one or more previous data collections.

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
	*	D0050
		D0055
		D0060
		D0065
*	EXISTS	D0070
		D0080
		D0115
	NOWUG	D0120
		D0125
DSC015	NOWKG	D0130
		D0135
DSC017	NOW1_6	D0140, D0150, D0160, D0170, D0180, D0190
		D0145
		D0155
		D0165
		D0175
		D0185
		D0195
DSC019	NOW7_12	D0200, D0210, D0220, D0230, D0240, D0250
		D0205
		D0215
		D0225
		D0235
		D0245
		D0255
DSC149	AMINDIST	D0405
DSC150	ASIADIST	D0410
DSC151	HISPDIST	D0415
DSC152	BLKDIST	D0420
DSC153	WHTDIST	D0425
		D0465
		D0480
	TUGNOW	D0995
DSC025	TKGNOW	D1000
DSC027, DSC029	T1_6NOW, T7_12NOW	D1005

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*Telephone noninterview reason items were recorded for some but not all potential respondents. Available only on internal research data file.

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
DSC047	TTOTK_12	D1010
DSC052	CERTIFY	D1015
		D1025
DSC048	VACANCY	D1030
DSC049	ABOLSHD	D1035
		D1040
DSC053	NEWHIRES	D1045, D1050
DSC054	NEWCERTS	D1055
		D1065
	LAIDOFF	D1070
DSC154	TCHAMIND	D1075
DSC155	TCHASIAN	D1080
DSC156	TCHISPNC	D1085
DSC157	TCHBLACK	D1090
DSC158	TCHWHITE	D1095
DSC116	FULLCERT	D1225
DSC117	EMERCERT	D1230
DSC118	TEACHED	D1235
DSC119	MAJORFLD	D1240
DSC121	STABASIC	D1245
DSC122	STASUBJ	D1250
DSC120	DISTEST	D1255
DSC123	NTEPASS	D1260, D1265
	TOTLIBRY	D1270
	VACNTLIB	D1275
	ABOLSHLB	D1280
		D1285
		D1505
		D1510
		D1515
		D1520
		D1525
		D1530
		D1535
		D1540
		D1545
		D1550
		D1555
		D1595
DSC144		D1600
DSC146		D1605, D1610
		D1625
		D1630
		D1645
DSC147		D1650

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
DSC148* **88 asks for how many students were eligible and 94 ask for how many applicants were approved.*		D1655, D1660
		D1675
		D1680
		D1695
		D1700
		D1705
		D1710
		D1715
		D1720
		D1725
		D1730
		D1735
		D1740
		D1760
DSC132	YRSENGL	D1765
DSC134	YRSMATH, YRSCOMP	D1770, D1775
DSC136	YRSSOC	D1780
DSC138	YRSSCI	D1785
DSC140	YRSLANG	D1790
DSC143	YRS3_4	D1795
		D1800
		D1805
		D1810
		D1815
		D1845
		D1850
		D1855
		D1860
DSC080, DSC081* **88 asks for days or months.*	LNGTHYR	D2080
		D2085
		D2090
	SALSCHED	D2095
DSC082	MINBACH	D2100
DSC083	MINMASTR	D2105
		D2110
DSC084	MAXMASTR	D2115
	HIGHSAL	D2120
	MINSALRY	D2125
	MAXSALRY	D2130
DSC124	RETIREMT	D2140
	INCREDIT	D2145
	INPURCH	D2150
	OUTCREDT	D2155
	OUTPURCH	D2160

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
*DSC090** **88 includes to recruit or retain teachers to teach in less desirable locations OR in the fields of shortage.*	INCENTIV	D2190
DSC091	INCNTCSH	D2195
DSC092	INCNTSTP	D2200
DSC093	INCNTINC	D2205
DSC090* **88 includes to recruit or retain teachers to teach in less desirable locations OR in the fields of shortage.*	SHORTAGE	D2210
DSC095	SHORTCSH	D2215
DSC096	SHORTSTP	D2220
DSC097	SHORTINC	D2225
DSC099	SHRTSPEC	D2230
DSC100	SHRTMATH	D2235
DSC101	SHRTCOMP	D2240
DSC102	SHRTPHYS	D2245
DSC103	SHRTBIO	D2250
DSC104	SHRTESOL	D2255
DSC105	SHRTLANG	D2260
	SHRTVOC	D2265
DSC106* *(other - specify)*	SHRTOTHR* *(other - specify)*	D2270* *(none of the above)*
		D2275
		D2280
		D2285
		D2290
		D2295
DSC107	RETRAING	D2300
DSC108	RESPECL	D2305
DSC109	REMATH	D2310
DSC110	RECOMP	D2315
DSC111	REPHYS	D2320
DSC112	REBIO	D2325
DSC113	RESOL	D2330
DSC114	RELANG	D2335
	REVOTEC	D2340
DSC115* *(other - specify)*	REOTHER* *(other - specify)*	D2345* *(none of the above)*
	ADMINRGM	D2350
	SRVHRS	D2355
	SRVYMINS	D2360
		D2365

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
Items collected in 1987-88 and/or 1990-91, but not 1993-94		
DSC011	EMPLYTCH	
DSC012	LASTPK	
DSC013	NOWPK	
DSC021	NOWTOT _*Includes ungraded & postsecondary._	
DSC014	LASTKG	
DSC016	LAST1_6	
DSC018	LAST7_12	
DSC020		
DSC021		
DSC022	TPKLAST	
DSC023	TPKNOW	
DSC024	TKGLAST	
DSC026	T1_6LAST	
DSC028	T7_12LST	
DSC031	TTOTNOW	
DSC030	TTOTLAST* _*Includes ungraded & postsecondary._	
DSC032		
DSC033		
DSC034		
DSC035		
DSC036		
DSC037		
DSC038		
DSC039		
DSC040		
DSC041		
DSC042		
DSC043		
DSC044		
DSC045		
DSC046		
DSC050		
DSC055		
DSC056		
DSC057		
DSC058		
DSC059		
DSC060		
DSC061		
DSC062		
DSC063		
DSC064		
DSC065		

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
DSC066		
DSC067		
DSC068		
DSC069		
DSC051	APPROVED	
	LIBK_6	
	LIBK7_12	
DSC070	MEDICAL	
DSC071	DENTAL	
DSC072	LIFE	
DSC073	PENSION	
DSC074	HOUSING	
DSC075	MEALS	
DSC076	TRANSPT	
DSC078	TUITION	
DSC079		
DSC085		
DSC086	MERITPAY	
DSC087	MERITCS	
DSC088	MERITSTP	
DSC089	MERITINC	
DSC094		
DSC098		
DSC125		
DSC126		
DSC127		
DSC128		
DSC129		
DSC130*	ENROLHS	
**88 asks respondent to mark the box if grades 10-12 are not served; 91 has yes and no boxes.*		
DSC131		
DSC133		
DSC135		
DSC137		
DSC139		
DSC141		
DSC142		
DSC145		
DSC147		
DSC148		
DSC159		

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Public School Principal Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
ASC011* **Only asks if there are no administrators.*	ASC001	A055
ASC015	ASC012	A060
ASC016	ASC013	A065
ASC017	ASC014	A070
	ASC015	A075, A085
	ASC016	A080, A090
		A095
		A100
		A105
ASC018		A110
ASC019		A115
ASC020		A120
ASC021	ASC017	A125
ASC022	ASC018	A130
ASC023	ASC019	A135
ASC024		A140
ASC025		A145
ASC026		A150
	ASC020	A155
ASC012	ASC021	A160
ASC013	ASC022	A165
ASC014	ASC023	A170
ASC027	ASC024	A175
ASC028	ASC025	A180
ASC029	ASC026	A185
ASC030, ASC033	ASC027	A190
ASC031, ASC034	ASC028	A195
ASC032, ASC035	ASC029	A200
ASC039	ASC030	A205
	ASC031	A210
ASC041	ASC033	A215
		A220
		A225
ASC045	ASC034	A230, A240
		A235
		A245
ASC046	ASC035	A250
		A255
ASC047	ASC036	A260
		A265
		A270
		A275
ASC048	ASC037	A280
		A285
ASC049	ASC038	A290

Public School Principal Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		A295
	ASC039	A300
		A305
	ASPIRING	A310
	TRAININD	A315
	ASC011	A320
ASC051	ASC044	A325
ASC052	ASC045	A330
		A335
		A340
		A345
		A350
		A355
		A360
		A365
		A370
		A375
		A380
		A385
		A390
		A395
		A400
		A405
		A410
		A415
		A420
		A425
		A430
		A435
		A440
ASC056	ASC049	A445
ASC057	ASC050	A450
ASC058	ASC051	A455
ASC059	ASC052	A460
		A465
		A470
		A475
	ASC053	A480
		A485
		A490
ASC060	ASC055	A495
ASC061	ASC056	A500
ASC066	ASC061	A505
ASC067	ASC062	A510
ASC068	ASC063	A515
ASC070	ASC065	A520
ASC062	ASC057	A525
ASC063	ASC058	A530
ASC069	ASC064	A535
ASC065	ASC060	A540

Public School Principal Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		A550
ASC071	ASC066	A555
ASC087	ASC068	A560
ASC088	ASC069	A565
ASC089	ASC067	A570
ASC090	ASC070	A575
ASC091	ASC073	A580
ASC092	ASC074	A585
ASC093	ASC075	A590
ASC094	ASC076	A595
ASC095	ASC077	A600
ASC096	ASC078	A605
ASC097	ASC079	A610
ASC099	ASC082	A615
	ASC080	A620
	ASC071	A625
	ASC072	A630
	ASC083	A635
	ASC084	A640
	ASC085	A645
	ASC086	A650
	ASC087	A655
		A660
		A665
		A670
		A675
	SEACURRC	A680
ASC102* _*Combines school district & governing board._		A685
ASC102* _*Combines school district & governing board._	BRDCURRC	A690
ASC103	PRNCURRC	A695
ASC104	TEACURRC	A700
		A705
	LIBCURRC	A710
	PARCURRC	A715
		A720
ASC105* _*Combines school district & governing board._		A725
ASC105* _*Combines school district & governing board._	BRDHIRNG	A730
ASC106	PRNHIRNG	A735
ASC107	TEAHIRNG	A740
	PARHIRNG	A745
	SEADISPL	A750

Public School Principal Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
ASC108* **Combines school district & governing board.*		A755
ASC108* **Combines school district & governing board.*	BRDDISPL	A760
ASC109	PRNDISPL	A765
ASC110	TEADISPL	A770
	PARDISPL	A775
		A780
		A785
		A790
		A795
		A800
		A805
		A810
		A815
		A820
		A825
		A830
		A835
		A840
		A845
		A850
		A855
		A860
		A865
		A870
	ASC115	A875
	ASC116	A880
	ASC117	A885
ASC072	ASC121	A890
ASC073	ASC122	A895
	ASC123	A900
ASC074	ASC124	A905
ASC075	ASC125	A910
		A915
		A920
ASC036		
ASC040		
ASC042		
ASC043		
ASC044		
ASC050	ASC040	
ASC053	ASC046	
ASC054	ASC047	
ASC055	ASC048	
	ASC054	
ASC064	ASC059	
ASC076		

Public School Principal Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
ASC077		
ASC078		
ASC079		
ASC080		
ASC081		
ASC082		
ASC083		
ASC084		
ASC085		
ASC086		
ASC098	ASC081	
ASC100		
ASC101		
ASC111		
ASC112		
ASC113		
ASC114		
ASC115		
ASC116		
ASC117		
ASC118		
ASC119		
ASC120		

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Private School Principal Questionnaire (SASS 2B)

1987-88 Variable name	1990-91 Variable name	1993 -94 Variable name
ASC011* **Only asks if there are no administrators.*	ASC001	A055
ASC015	ASC012	A060
ASC016	ASC013	A065
ASC017	ASC014	A070
	ASC015	A075, A085
	ASC016	A080, A090
		A095
		A100
		A105
ASC018		A110
ASC019		A115
ASC020		A120
ASC021	ASC017	A125
ASC022	ASC018	A130
ASC023	ASC019	A135
ASC024		A140
ASC025		A145
ASC026		A150
	ASC020	A155
ASC012	ASC021	A160
ASC013	ASC022	A165
ASC014	ASC023	A170
ASC027	ASC024	A175
ASC028	ASC025	A180
ASC029	ASC026	A185
ASC030, ASC033	ASC027	A190
ASC031, ASC034	ASC028	A195
ASC032, ASC035	ASC029	A200
ASC039	ASC030	A205
	ASC031	A210
ASC041	ASC033	A215
		A220
		A225
ASC045	ASC034	A230, A240
		A235
		A245
ASC046	ASC035	A250
		A255
ASC047	ASC036	A260
		A265
		A270
		A275
ASC048	ASC037	A280
		A285
ASC049	ASC038	A290

Private School Principal Questionnaire (SASS 2B)

1987-88 Variable name	1990-91 Variable name	1993 -94 Variable name
		A295
	ASC039	A300
		A305
	ASPIRING	A310
	ASC011	A320
ASC051	ASC044	A325
ASC052	ASC045	A330
		A335
		A340
		A345
		A350
		A355
		A360
		A365
		A370
		A375
		A380
		A385
		A390
		A395
		A400
		A405
		A410
		A415
		A420
		A425
		A430
		A435
		A440
ASC056	ASC049	A445
ASC057	ASC050	A450
ASC058	ASC051	A455
ASC059	ASC052	A460
		A465
		A470
		A475
	ASC053	A480
		A485
		A490
ASC060	ASC055	A495
ASC061	ASC056	A500
ASC066	ASC061	A505
ASC067	ASC062	A510
ASC068	ASC063	A515
ASC070	ASC065	A520
ASC062	ASC057	A525
ASC063	ASC058	A530
ASC069	ASC064	A535
ASC065	ASC060	A540
ASC064	ASC059	A545

Private School Principal Questionnaire (SASS 2B)

1987-88 Variable name	1990-91 Variable name	1993 -94 Variable name
		A550
ASC071	ASC066	A555
ASC087	ASC068	A560
ASC088	ASC069	A565
ASC089	ASC067	A570
ASC090	ASC070	A575
ASC091	ASC073	A580
ASC092	ASC074	A585
ASC093	ASC075	A590
ASC094	ASC076	A595
ASC095	ASC077	A600
ASC096	ASC078	A605
ASC097	ASC079	A610
ASC099	ASC082	A615
	ASC080	A620
	ASC071	A625
	ASC072	A630
	ASC083	A635
	ASC084	A640
	ASC085	A645
	ASC086	A650
	ASC087	A655
		A660
		A665
		A670
		A675
ASC102	BRDCURRC	A690
ASC103	PRNCURRC	A695
ASC104	TEACURRC	A700
		A705
	LIBCURRC	A710
	PARCURRC	A715
ASC105	BRDHIRNG	A730
ASC106	PRNHIRNG	A735
ASC107	TEAHIRNG	A740
	PARHIRNG	A745
ASC108	BRDDISPL	A760
ASC109	PRNDISPL	A765
ASC110	TEADISPL	A770
	PARDISPL	A775
		A790
		A795
		A800
		A805
		A810
		A825
		A830
		A835
		A840
		A855

Private School Principal Questionnaire (SASS 2B)

1987-88 Variable name	1990-91 Variable name	1993 -94 Variable name
		A860
		A865
		A870
	ASC115	A875
	ASC116	A880
	ASC117	A885
ASC072	ASC121	A890
ASC073	ASC122	A895
	ASC123	A900
ASC074	ASC124	A905
ASC075	ASC125	A910
		A915
		A920
ASC036		
ASC040		
ASC042		
ASC043		
ASC044		
ASC050	ASC040	
ASC053	ASC046	
ASC054	ASC047	
ASC055	ASC048	
	ASC054	
ASC076		
ASC077		
ASC078		
ASC079		
ASC080		
ASC081		
ASC082		
ASC083		
ASC084		
ASC085		
ASC086		
ASC098	ASC081	
ASC100		
ASC101		
ASC111		
ASC112		
ASC113		
ASC114		
ASC115		
ASC116		
ASC117		
ASC118		
ASC119		
ASC120		

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		S0055
		S0060
	OPERATE	S0070
		S0075
		S0080
		S0100
		S0105
		S0110
SSC132	OFFERUG	S0115
SSC133	NUMBRUG	S0120
SSC102	OFFERKG	S0125
SSC103	NUMBRKG	S0130
SSC104	OFFER1	S0135
SSC105	NUMBR1	S0140
SSC106	OFFER2	S0145
SSC107	NUMBR2	S0150
SSC108	OFFER3	S0155
SSC109	NUMBR3	S0160
SSC110	OFFER4	S0165
SSC111	NUMBR4	S0170
SSC112	OFFER5	S0175
SSC113	NUMBR5	S0180
SSC114	OFFER6	S0185
SSC115	NUMBR6	S0190
SSC116	OFFER7	S0195
SSC117	NUMBR7	S0200
SSC118	OFFER8	S0205
SSC119	NUMBR8	S0210
SSC120	OFFER9	S0215
SSC121	NUMBR9	S0220
SSC122	OFFER10	S0225
SSC123	NUMBR10	S0230
SSC124	OFFER11	S0235
SSC125	NUMBR11	S0240
SSC126	OFFER12	S0245
SSC127	NUMBR12	S0250
	ENRK12UG	S0255
SSC052	AMINDSTU	S0405
SSC053	ASIANSTU	S0410
SSC054	HISPNSTU	S0415
SSC055	BLACKSTU	S0420
SSC056	WHITESTU	S0425
SSC016*	PCTMALE	S0455

**Question in 88 and 91 ask for percent and in 94 ask for number.*

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC051* **Question asks for percent in 88 and number in 91 and 94.*	ABSNTST	S0460
SSC049* **88 refers to students in the highest grade. 91 and 94 refers to students in the school.*	NUMHOURS	S0470
SSC050* **88 refers to students in the highest grade. 91 and 94 refers to students in the school.*	NUMMNTE	S0475
SSC099* **Response options differ.*	ADMITREQ	S0700
SSC091	ADMITEST	S0705
SSC092	ACHVTEST	S0710
SSC093	RECORDS	S0715
SSC094	SPECIAL	S0720
SSC095	TALENT	S0725
SSC096	INTRVIEW	S0730
SSC097	RECMNDS	S0735
SSC098		S0750
	MOSTIMP	S0755
SSC014* **Response options differ.*	PGMTYPE	S0760
		S0770
SSC156* **Includes both principals and assistant principals. Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	PTHEADS	S0815
	PTASSIST	*S0820*
SSC162* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	PTPROSTF	S0830, S0845
SSC160* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	PTGUIDES, PTVTCOUN	S0835

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Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC161* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	PTLIBRNS	S0840
SSC157* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*		S0850
	PTMEDIA	S0855
SSC165* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	PTAIDES	S0860
SSC166* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	PTALLOTH	S0865, S0870
SSC156* **Includes both principals and assistant principals. Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	FTHEADS	S0875
	FTASSIST	S0880
SSC162* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	FTPROSTF	S0890, S0905
SSC160* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	FTGUIDES, FTVTCOUN	S0895
SSC161* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	FTLIBRNS	S0900

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC157* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*		S0910
	FTMEDIA	S0915
SSC165* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	FTAIDES	S0920
SSC166* **Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94.*	FTALLOTH	S0925, S0930
SSC057	AMINDTCH	S0965
SSC058	ASIANTCH	S0970
SSC059	HISPNTCH	S0975
SSC060	BLACKTCH	S0980
SSC061	WHITETCH	S0985
	ABSNTCH	S0990
	VACNCY	S1100
		S1105
	LESSQUAL	S1110
	CANCEL	S1115
	EXPANDSZ	S1120
	ADDSCTN	S1125
	REASSIGN	S1130
		S1135
	SUBTEACH	S1140
		S1145
	GENLVAC	S1150
	SPECLVAC	S1155
	ENGLVAC	S1160
	MATHVAC	S1165
	PHYSVAC	S1170
	BIOSVAC	S1175
	ESOLVAC	S1180
	FORGNVAC	S1185
		S1190
		S1195
		S1200
		S1205
		S1210
		S1215
		S1290

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		S1295
		S1300
		S1305
		S1310
		S1315
		S1320
		S1325
		S1330
		S1335
		S1340
		S1345
		S1350
		S1355
SSC066	READPGM	S1360
SSC067	READNUM	S1365
SSC068	MATHPGM	S1370
SSC069	MATHNUM	S1375
SSC070	SPECLPGM	S1380
SSC071	SPCLNUM	S1385
SSC072	GIFTDPGM	S1390
SSC073	GIFTDNUM	S1395
SSC078	AFTERPGM	S1400
SSC079	AFTERNUM	S1405
SSC064	ESOLPGM	S1410
SSC065	ESOLNUM	S1415
SSC062	BILNGPGM	S1420
SSC063	BILNGNUM	S1425
SSC076	DIAGNPGM	S1430
		S1435
	OWNLIBRY	S1440
		S1445
		S1450
		S1455
		S1460
		S1465
		S1470
		S1475
		S1480
		S1485
	KGOFFER	S1490
	KGLENDAY	S1495
	KGNUMDAY	S1500
		S1505
		S1510
		S1515
		S1520
		S1525
		S1530
		S1535
		S1540

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		S1545
		S1550
		S1555
		S1565
		S1570
		S1575
		S1580
		S1585
		S1590
SSC081	CHPTRONE	S1600
SSC083* *In 88 this variable included both PK and K-12.	ONESVPK	S1605
SSC083* *In 88 this variable included both PK and K-12.	ONESVK12	S1610
	ONETEACH	S1625, S1630
SSC087	NOLUNCH	S1645
SSC084	FREELUNCH	S1650
SSC085* *88 asks how many students are eligible, 94 asks how many applicants were approved.		S1655, S1660
SSC086* *In 88 this variable included both PK and K-12.	LUNCHPK	S1675
SSC086* *In 88 this variable included both PK and K-12.	LUNCHK12	S1680
SSC137	TWELFTH	S1745
		S1750
	VOCTECH	S1755
		S1820
SSC139	ENROL12	S1825
SSC140	GRADNUM	S1830, S1835
SSC141* *Question asks for percent in 88 and number in 91 and 94.	GRADAPLY	S1840
		S1865
		S1870
		S1875
		S1880
		S1885
		S1890
		S1895

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		S1900
		S1905
		S1910
		S1915
		S1920
		S1925
		S1930
		S1935
		S1940
		S1945
		S1950
		S1955
		S1960
		S1965
		S1970
		S1975
		S1980
		S1985
		S1990
		S1995
		S2000
		S2005
		S2010
		S2015
		S2020
		S2025
		S2030
		S2035
		S2040
		S2045
		S2050
		S2055
		S2060
		S2065
		S2070
		S2075
		S2355
		S2360
		S2365
SSC010		
SSC011	THISYEAR	
SSC012	LASTYEAR	
SSC013	SCHLEVEL	
SSC015		
SSC018		
SSC048	NUMDAYS	
SSC074		
SSC075		
SSC077	DIAGNNUM	
SSC088		

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC089		
SSC090		
SSC100	OFFERPK	
SSC101	NUMBRPK	
SSC128, SSC130	OFFERPS	
SSC129, SSC131	NUMBRPS	
SSC134		
SSC135		
SSC136		
	COLLPREP	
SSC138* **Question asks for percent in 88 and number in 91.*	PREPNUM	
SSC142		
SSC143		
SSC144		
SSC145		
SSC146		
SSC147		
SSC148	FULTEACH	
SSC149	PARTEACH	
SSC150	TOTTEACH	
SSC151* **Question asks for percent in 88 and number in 91.*	LESS3EXP	
SSC152* **Question asks for percent in 88 and number in 91.*	LESS10EX	
SSC153* **Question asks for percent in 88 and number in 91.*	LESS21EX	
SSC154* **Question asks for percent in 88 and number in 91.*	MOREXP21	
SSC155		
SSC167	VOLNTSVC	
SSC168	VOLNTNUM	
SSC169		
SSC170		
SSC171	LFTTOTAL	
	PRTEACH	
	VOTECVAC* **Just one category in 1991. In 94, fields listed separately.*	

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC172		
SSC173		
SSC174		
SSC175		
SSC176		
SSC177		
SSC178		
SSC179		
SSC180		
SSC181		
SSC182		
SSC183		
SSC184		
SSC185		
SSC186		
SSC187		
SSC188		
SSC189		
SSC190		
SSC191		
SSC192		
SSC193		
SSC194		
SSC195		
SSC196		
SSC197		
SSC198		
SSC199		
SSC200		
SSC201		
SSC202		
SSC203		
SSC204		
SSC205		
SSC206		
SSC207		
SSC208		
SSC209		
SSC210		
SSC211		
SSC212		
SSC213		
SSC214		
SSC215		
SSC216		
SSC217		
SSC218		
SSC219		
SSC220		
SSC221		

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC222		
SSC223		
SSC224		
SSC225		
SSC226		
SSC227		
SSC228		
SSC229		
SSC230		
SSC231		
SSC232		
SSC233		
SSC234		
SSC235		
SSC236		
SSC237		
SSC238		
SSC239		
SSC240		
SSC241		
SSC242		
SSC243		
SSC244		
SSC245		
SSC246		
SSC247		
SSC248		
SSC249		
SSC250		
SSC251		
SSC252		
SSC253		
SSC254		
SSC255		
SSC256		
SSC257		
SSC258		
SSC259		
SSC260		
SSC261		
SSC262		
SSC263		
SSC264		
SSC265		
SSC266		
SSC267		
SSC268		
SSC269		
SSC270		
SSC271		

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC272		
SSC273		
SSC274		
SSC275		
SSC276		
SSC277		
SSC278		
SSC279		
SSC280		
SSC281		
SSC282		
SSC283		
SSC284		
SSC285		
SSC286		
SSC287		
SSC288		
SSC289		
SSC290		
SSC291		
SSC292		
SSC293		
SSC294		
SSC295		
SSC296		
SSC297		
SSC298		
SSC299		

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		S0055
		S0060
	OPERATE	S0070
		S0075
		S0080
		S0100
SSC132	OFFERUG	S0115
SSC133	NUMBRUG	S0120
SSC102	OFFERKG	S0125
SSC103	NUMBRKG	S0130
SSC104	OFFER1	S0135
SSC105	NUMBR1	S0140
SSC106	OFFER2	S0145
SSC107	NUMBR2	S0150
SSC108	OFFER3	S0155
SSC109	NUMBR3	S0160
SSC110	OFFER4	S0165
SSC111	NUMBR4	S0170
SSC112	OFFER5	S0175
SSC113	NUMBR5	S0180
SSC114	OFFER6	S0185
SSC115	NUMBR6	S0190
SSC116	OFFER7	S0195
SSC117	NUMBR7	S0200
SSC118	OFFER8	S0205
SSC119	NUMBR8	S0210
SSC120	OFFER9	S0215
SSC121	NUMBR9	S0220
SSC122	OFFER10	S0225
SSC123	NUMBR10	S0230
SSC124	OFFER11	S0235
SSC125	NUMBR11	S0240
SSC126	OFFER12	S0245
SSC127	NUMBR12	S0250
	ENRK12UG	S0255
SSC052	AMINDSTU	S0405
SSC053	ASIANSTU	S0410
SSC054	HISPNSTU	S0415
SSC055	BLACKSTU	S0420
SSC056	WHITESTU	S0425
SSC015	COEDSCHL	S0450
SSC016*	PCTMALE	S0455

**Question in 88 and 91 ask for percent and in 94 ask for number.*

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC051* *Question asks for percent in 88 and number in 91and 94.	ABSNTST	S0460
SSC048* **88 refers to students in the highest grade. 91 and 94 refers to students in this school.*	NUMDAYS	S0465
SSC049* **88 refers to students in the highest grade. 91 and 94 refers to students in this school.*	NUMHOURS	S0470
SSC050* **88 refers to students in the highest grade. 91 and 94 refers to students in this school.*	NUMMNTE	S0475
SSC020* **88 combines orientation, purpose, or affiliation; and religious denomination.*	AFFILPUR	S0485
SSC020* **88 combines orientation, purpose, or affiliation; and religious denomination.*	RELIGDEN	S0490
SSC021* **Response options differ.*	AFFILIAT	S0495
SSC022	CATHTYPE	S0500
SSC023	ACE	S0505
	ASN	S0510
SSC040	NCACS	S0515
SSC024	AACS	S0520
SSC025	AMONTSRI	S0525
	OTHMTSRI	S0530
SSC026	ACSI	S0535
SSC027	MLTRYSCH	S0540
	BILNGSCH	S0545
	CBE	S0550
	OTHBILNG	S0555
SSC029	CSI	S0560
	CEC	S0565
SSC037	NAPEC	S0570
	OTHXPCHL	S0575
		S0580
	ECEA	S0585
	OTHECE	S0590
	ECIS	S0595
	OTHINTL	S0600

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC031	FRIENDS	S0605
SSC032	SVNTHDAY	S0610
SSC035	EPISCPLS	S0615
SSC036	NAIS	S0620
SSC042	NIPSA	S0625
	OTHINDPV	S0630
	LABSCHLS	S0635
SSC038	NCEA	S0640
SSC033	JESUITS	S0645
SSC039	NCNE	S0650
SSC041	NFCS	S0655
SSC043	HBREWDAY	S0660
SSC045	SCHECHTR	S0665
	OTHJEWSH	S0670
SSC044	ORALRBTS	S0675
	OTHCHRST	S0680
	OTHRELIG	S0685
	NONRELIG	S0690
SSC047	NONE2	S0695
SSC099*	ADMITREQ	S0700
**Resonse options differ.*		
SSC091	ADMITEST	S0705
SSC092	ACHVTEST	S0710
SSC093	RECORDS	S0715
SSC094	SPECIAL	S0720
SSC095	TALENT	S0725
SSC096	INTRVIEW	S0730
SSC097	RECMNDS	S0735
	RELIGAFF	S0740
SSC098		S0750
	MOSTIMP	S0755
SSC014*	PGMTYPE	S0760
**Response options differ.*		
		S0765
SSC019	FAMLYRES	S0775
		S0780
	ALLBOARD	S0785
SSC017*	BOARDNUM	S0790
**Quesiton asks for percent in 88 and number in 91 and 94.*		
SSC088	CHARGETU	S0795
SSC089	DISCOUNT	S0800
SSC090	TUITIN	S0805
		S0810

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC156* _*Includes both principals and assistant principals. Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	PTHEADS	S0815
	PTASSIST	S0820
		S0825
SSC162* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	PTPROSTF	S0830, S0845
SSC160* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	PTGUIDES, PTVTCOUN	S0835
SSC161* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	PTLIBRNS	S0840
	PTMEDIA	S0855
SSC165* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	PTAIDES	S0860
SSC166* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	PTALLOTH	S0865, S0870
SSC156* _*Includes both principals and assistant principals. Question asks forFTE's in 88 and asks full and part time staff separately in 91 and 94._	FTHEADS	S0875
	FTASSIST	S0880
		S0885
SSC162* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	FTPROSTF	S0890, S0905
SSC160* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	FTGUIDES, FTVTCOUN	S0895
SSC161* _Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94._	FTLIBRNS	S0900
	FTMEDIA	S0915

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC165* *Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94.*	FTAIDES	S0920
SSC166* *Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94.*	FTALLOTH	S0925, S0930
SSC174	FULTEACH	S0935
		S0940
		S0945
		S0950
		S0955
	TOTTEACH	S0960
SSC057	AMINDTCH	S0965
SSC058	ASIANTCH	S0970
SSC059	HISPNTCH	S0975
SSC060	BLACKTCH	S0980
SSC061	WHITETCH	S0985
	ABSNTCH	S0990
	TUGNOW	S0995
	TKGNOW	S1000
	T1_6NOW, T7_12NOW	S1005
	TTOTK_12	S1010
	CERTIFY	S1015
		S1020
	VACANCY	S1030
	ABOLISHD	S1035
SSC173* **88 refers to headcounts and 91 and 94 refer to FTE's.*	NEWHIRES	S1045, S1050
	NEWCERTS	S1055
		S1060
	LAIDOFF	S1070
	VACNCY	S1100
		S1105
	LESSQUAL	S1110
	CANCEL	S1115
	EXPANDSZ	S1120
	ADDSCTN	S1125
	REASSIGN	S1130
		S1135
	SUBTEACH	S1140
		S1145
	GENLVAC	S1150
	SPECLVAC	S1155
	ENGLVAC	S1160
	MATHVAC	S1165
	PHYSVAC	S1170
	BIOSVAC	S1175

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
	ESOLVAC	S1180
	FORGNVAC	S1185
		S1190
		S1195
		S1200
		S1205
		S1210
		S1215
	PVTCERT	S1220
	FULLCERT	S1225
	EMERCERT	S1230
	TEACHED	S1235
	MAJORFLD	S1240
	STABASIC	S1245
	STASUBJ	S1250
	DISTEST	S1255
	NTEPASS	S1260, S1265
		S1290
		S1295
		S1300
		S1305
		S1310
		S1315
		S1320
		S1325
		S1330
		S1335
		S1340
		S1345
		S1350
		S1355
SSC066	READPGM	S1360
SSC067	READNUM	S1365
SSC068	MATHPGM	S1370
SSC069	MATHNUM	S1375
SSC070	SPECLPGM	S1380
SSC071	SPCLNUM	S1385
SSC072	GIFTDPGM	S1390
SSC073	GIFTDNUM	S1395
SSC078	AFTERPGM	S1400
SSC079	AFTERNUM	S1405
SSC064	ESOLPGM	S1410
SSC065	ESOLNUM	S1415
SSC062	BILNGPGM	S1420
SSC063	BILNGNUM	S1425
SSC076	DIAGNPGM	S1430
		S1435
	OWNLIBRY	S1440
		S1445

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		S1450
		S1455
		S1460
		S1465
		S1470
		S1475
		S1480
		S1485
	KGOFFER	S1490
	KGLENDAY	S1495
	KGNUMDAY	S1500
		S1505
		S1510
		S1515
		S1520
		S1525
		S1530
		S1535
		S1540
		S1545
		S1550
		S1555
		S1565
		S1570
		S1575
		S1580
		S1585
		S1590
	CHPTRONE	S1600
SSC083* **In 88 this variable included both PK and K-12.*	ONESVPK	S1605
SSC083* **In 88 this variable included both PK and K-12.*	ONESVK12	S1610
	ONETEACH	S1625, S1630
SSC087		S1645
SSC084		S1650
SSC085* *88 asks how many students are eligible and 94 asks how many applicatnts were approved.		S1655, S1660
SSC086		S1675, S1680
SSC137	TWELFTH	S1745
		S1750
	VOCTECH	S1755
		S1760
	YRSENGL	S1765
	YRSMATH	S1770
	YRSCOMP	S1775

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
	YRSSOC	S1780
	YRSSCI	S1785
	YRSLANG	S1790
	YRS3_4	S1795
		S1800
		S1805
		S1810
		S1815
		S1820
SSC139	ENROL12	S1825
SSC140	GRADNUM	S1830, S1835
SSC141*	GRADAPLY	S1840
**Question asks for percent in 88 and number in 91 and 94.*		
		S1845
		S1850
		S1855
		S1860
		S1865
		S1870
		S1875
		S1880
		S1885
		S1890
		S1895
		S1900
		S1905
		S1910
		S1915
		S1920
		S1925
		S1930
		S1935
		S1940
		S1945
		S1950
		S1955
		S1960
		S1965
		S1970
		S1975
	LNGTHYR	S2080
	SALSCHED	S2095
	MINBACH	S2100
	MINMASTR	S2105
		S2110
	MAXMASTR	S2115
	HIGHSAL	S2120
	MINSALRY	S2125

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
	MAXSALRY	S2130
	UNPAID, SERVICE	S2135
	RETIREMT	S2140
	CREDITCH	S2165
	SAMEORG	S2170
	ROLLOVER	S2175
	PURCHASE	S2180
	OTHERCRD	S2185
	SHORTAGE	S2210
	SHORTCSH	S2215
	SHORTSTP	S2220
	SHORTINC	S2225
	SHRTSPEC	S2230
	SHRTMATH	S2235
	SHRTCOMP	S2240
	SHRTPHYS	S2245
	SHRTBIO	S2250
	SHRTESOL	S2255
	SHRTLANG	S2260
	SHRTVOC	S2265
		S2270
		S2275
		S2280
		S2285
		S2290
		S2295
	RETRAING	S2300
	RESPECL	S2305
	REMATH	S2310
	RECOMP	S2315
	REPHYS	S2320
	REBIO	S2325
	RESOL	S2330
	RELANG	S2335
	REVOTEC	S2340
		S2345
	ADMINPGM	S2350
	SRVHRS	S2355
	SRVYMINS	S2360
		S2365
SSC010		
SSC011	LASTYEAR	
SSC012		
SSC013	SCHLEVEL	
SSC018	AREASIZE	
SSC028		
SSC030		
SSC034		
SSC046		
SSC074		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC075		
SSC077	DIAGNNUM	
SSC080		
SSC082		
SSC099		
	LIBRYALL	
SSC100	OFFERPK	
SSC101	NUMBRPK	
SSC128, SSC130	OFFERPS	
SSC129, SSC131	NUMBRPS	
SSC134	TOTENRLL	
SSC135		
SSC136		
SSC138		
SSC142		
SSC143		
SSC144		
SSC145		
SSC146		
SSC147		
SSC148		
SSC149		
SSC150		
SSC151* **Question asks for percent in 88 and number in 91.*	LESS3EXP	
SSC152* **Question asks for percent in 88 and number in 91.*	LESS10EX	
SSC153* **Question asks for percent in 88 and number in 91.*	LESS21EX	
SSC154* **Question asks for percent in 88 and number in 91.*	MOREXP21	
SSC155	AFTERBAC	
SSC156		
SSC157		
SSC158		
SSC159		
SSC163		
SSC164		
SSC167	VOLNTSVC	
SSC168	VOLNTNUM	
SSC169		
SSC170		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC171		
SSC172		
SSC176		
SSC177		
SSC178		
SSC179		
SSC180		
SSC181		
SSC182		
SSC183		
SSC184		
SSC185		
SSC186		
SSC187		
SSC188		
SSC189		
SSC190		
SSC191		
SSC192		
SSC193		
SSC194		
SSC195		
SSC196		
SSC197		
SSC198		
SSC199		
SSC200		
SSC201		
SSC202		
SSC203		
SSC204		
SSC205		
SSC206		
SSC207		
SSC208		
SSC209		
SSC210		
SSC211		
SSC212		
SSC213		
SSC214		
SSC215		
SSC216		
SSC217		
SSC218		
SSC219		
SSC220		
SSC221		
SSC222		
SSC223		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC224		
SSC225		
SSC226		
SSC227		
SSC228		
SSC229		
SSC230		
SSC231		
SSC232		
SSC233		
SSC234		
SSC235		
SSC236		
SSC237		
SSC238		
SSC239		
SSC240		
SSC241		
SSC242		
SSC243		
SSC244		
SSC245		
SSC246		
SSC247		
SSC248		
SSC249		
SSC250		
SSC251		
SSC252		
SSC253		
SSC254		
SSC255		
SSC256		
SSC257		
SSC258		
SSC259		
SSC260		
SSC261		
SSC262		
SSC263		
SSC264		
SSC265		
SSC266		
SSC267		
SSC268		
SSC269		
SSC270		
SSC271		
SSC272		
SSC273		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
SSC274		
SSC275		
SSC276		
SSC277		
SSC278		
SSC279		
SSC280		
SSC281		
SSC282		
SSC283		
SSC284		
SSC285		
SSC286		
SSC287		
SSC288		
SSC289		
SSC290		
SSC291		
SSC292		
SSC293		
SSC294		
SSC295		
SSC296		
SSC297		
SSC298		
SSC299		

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
	TSC001	T0015
TSC010* * *Response options differ.*	TSC011	T0020
		T0025
TSC012	TSC012	T0030
	TSC013	T0035
TSC014* **Response options differ.*	TSC014	T0040
TSC013* **Response options differ.*	TSC015	T0045
TSC015* **Response options differ.*	TSC016	T0050
TSC016* *Only includes full-time in 88 and both full-time and part-time in 91 and 94.	TSC017	T0055
TSC032* **Options 1 and 2 from 88 crosswalk with options 6 and 7 from 94.*	TSC018	T0060
TSC035* **Response options differ.*	TSC019	T0065
TSC036	TSC020	T0070
TSC037	TSC021	T0075
TSC038	TSC022	T0080
	TSC028	T0090
TSC025	FTPVT	T0095
TSC026	PTPVT	T0100
TSC023	FTPUB	T0105
TSC024	PTPUB	T0110
TSC027	TSC033	T0115, T0120
TSC028	TSC034	T0125
TSC029	TSC035	T0130
	TSC036	T0135
TSC030	TSC037	T0140
TSC031	TSC038	T0145
TSC032* **Options 4 and 5 from 88 crosswalk.*	TSC039* **In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions.*	T0150
TSC033		T0155
TSC034* **Response options differ.*	TSC039* **In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions.*	T0160
		T0165
TSC043	TSC040	T0170

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC044	TSC041	T0175
TSC046	TSC042	T0180
	TSC043*	T0185, T0195
	**Second major or a minor field of study combined in 91. Listed separately in 94.*	
TSC045	TSC044*	T0190, T0200
	**Second major or a minor field of study combined in 88 and 91. Listed separately in 94.*	
TSC072		T0205
TSC074		T0210
		T0215
TSC047		T0220
TSC048		T0225
TSC050		T0230
TSC051	TSC045	T0235
TSC052	TSC046	T0240
TSC054	TSC047	T0245
TSC055		T0250
TSC056		T0255
TSC058		T0260
	TSC048	T0265
TSC039	TSC049	T0270
TSC040	TSC050	T0275
TSC042	TSC051	T0280
TSC059	TSC052	T0285
TSC060	TSC053	T0290
TSC062	TSC054	T0295
TSC063, TSC067	TSC055	T0300
TSC064, TSC068	TSC056	T0305
TSC066, TSC070	TSC057	T0310
TSC075	TSC058	T0315
TSC076	TSC059	T0320
TSC077	TSC060	T0325
TSC078	TSC061	T0330
TSC131	TSC101	T0335
TSC132*	TSC102*	T0340
**Response options differ.*	**Response options differ.*	
TSC133	TSC103	T0345
TSC134	TSC104	T0350
TSC135*	TSC105*	T0355
**Response options differ.*	**Response options differ.*	
TSC136	TSC106	T0360
		T0365
		T0370
		T0375
		T0380
		T0385
		T0390

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		T0395
TSC079	TSC069	T0400
TSC080	TSC070	T0405
TSC081	TSC071	T0410
TSC082	TSC072	T0415
TSC083	TSC073	T0420
TSC084	TSC074	T0425
		T0430
	TSC077	T0435
TSC100, TSC101* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC078	T0440
TSC102, TSC103* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC079	T0445
	TSC080	T0450
TSC104, TSC105* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC081	T0455
TSC106, TSC107* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC082	T0460
	TSC083	T0465
TSC108, TSC109* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC084	T0470
TSC110, TSC111* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC085	T0475
	TSC086	T0480
TSC112, TSC113* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC087	T0485

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC114, TSC115* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC088	T0490
	TSC089	T0495
TSC116, TSC117* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC090	T0500
TSC118, TSC119* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC091	T0505
	TSC092	T0510
TSC120, TSC121* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC093	T0515
TSC122, TSC123* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC094	T0520
	TSC095	T0525
TSC124, TSC125* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC096	T0530
TSC126, TSC127* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC097	T0535
TSC099		T0540
		T0545
		T0550
		T0555
		T0560
		T0565
		T0570
		T0575
		T0580
		T0585
		T0590
		T0595

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		T0600
		T0605
		T0610
		T0615
		T0620
		T0625
		T0630
		T0635
		T0640
		T0645
		T0650
		T0655
		T0660
		T0665
		T0670
		T0675
		T0680
		T0685
		T0690
		T0695
	TSC110	T0700
	TSC111	T0705
TSC156	TSC112	T0710
TSC140	TSC113	T0715
TSC141	TSC114	T0720
TSC142	TSC115	T0725
TSC143	TSC116	T0730
TSC144	TSC117	T0735
TSC145	TSC118	T0740
TSC146	TSC119	T0745
TSC147	TSC120	T0750
TSC148	TSC121	T0755
TSC149	TSC122	T0760
TSC150	TSC123	T0765
TSC151	TSC124	T0770
TSC152	TSC125	T0775
TSC153	TSC126	T0780
TSC154, TSC155	TSC127	T0785
TSC157*	TSC128	T0790
**Response options differ.*		
TSC158	TSC129	T0795
TSC159	TSC130	T0800
TSC160	TSC131	T0805
TSC161	TSC132	T0810
TSC162	TSC133	T0815
	TSC136	T0820

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, and TSC222* **Allowed for 9 responses in 88.*	TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, and TSC209* **Allowed for 10 responses in 91.*	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, and T0965* **Allowed for 15 responses in 94.*
TSC169, TSC176, TSC183, TSC190, TSC197, TSC204, TSC211, TSC218, and TSC225* **Allowed for 9 responses in 88.*	TSC140, TSC148, TSC156, TSC164, TSC172, TSC180, TSC188, TSC196, TSC204, and TSC212* **Allowed for 10 responses in 91.*	T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, and T0970* **Allowed for 15 responses in 94.*
	TSC217	T0975
	TSC218	T0980
		T0985
TSC234	TSC219	T0990
TSC235	TSC220	T0995
TSC236	TSC221	T1000
		T1005
		T1010
TSC275	TSC244	T1015
TSC276	TSC245	T1020
		T1025
		T1030
		T1035
TSC278	TSC247	T1040
TSC279	TSC248	T1045
TSC280	TSC249	T1050
TSC281	TSC250	T1055
	TSC251	T1060
TSC282	TSC252	T1065
TSC283	TSC253	T1070
TSC262	TSC254	T1075
TSC263	TSC255	T1080
TSC264	TSC256	T1085
TSC265	TSC257	T1090
TSC266	TSC258	T1095
TSC267	TSC259	T1100
TSC268	TSC260	T1105
TSC269	TSC261	T1110

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC270	TSC262	T1115
TSC271	TSC263	T1120
TSC272	TSC264	T1125
TSC274	TSC266	T1130
	TSC267	T1135
	TSC268	T1140
	TSC269	T1145
	TSC270	T1150
	TSC271	T1155
	TSC272	T1160
	TSC273	T1165
	TSC274	T1170
		T1175
		T1180
		T1185
		T1190
TSC238		T1195
TSC239		T1200
TSC240		T1205
TSC241		T1210
TSC242	TSC226	T1215
TSC243		T1220
TSC244		T1225
TSC245		T1230
TSC246		T1235
TSC247		T1240
TSC248	TSC227	T1245
TSC249		T1250
TSC250	TSC228	T1255
TSC251		T1260
TSC252		T1265
TSC253		T1270
TSC254		T1275
TSC255		T1280
TSC256		T1285
TSC257		T1290
TSC258		T1295
TSC259		T1300
TSC260		T1305
	TSC234	T1310
	TSC235	T1315
TSC261	TSC236	T1320
		T1325
		T1330
		T1335
		T1340
		T1345
		T1350
		T1355
		T1360

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		T1365
TSC288	TSC276	T1370
		T1375
		T1380
TSC291*	TSC279	T1385
**Response options differ.*		
	TSC286	T1390
TSC304	TSC287	T1395
	TSC288	T1400
TSC305	TSC289	T1405
	TSC290	T1410
TSC306	TSC291	T1415
TSC307	TSC292	T1420
	TSC293	T1425
TSC308	TSC294	T1430
	TSC295	T1435
TSC309	TSC296	T1440
	TSC297	T1445
	TSC298	T1450
	TSC299	T1455
		T1465
		T1470
		T1475
		T1480
TSC311	HOUSEXPS	T1485
TSC312	MEALS	T1490
TSC316	TRANSPT	T1495
TSC315	COLLEGE	T1500
TSC314	CHLDCARE	T1510
TSC317	NONE	T1515
TSC318	FAMLYINC	T1520
TSC319	SEX	T1525
TSC320	RACE	T1530
	TRIBE	T1535
TSC321	HISPANIC	T1540
TSC322	BIRTHYR	T1545
TSC323	MARITAL	T1550
TSC324	DEPCHLDN	T1555, T1560
TSC325	AGEYOUNG	T1565
TSC326	OTHERDEP	T1570
TSC327	DEPCOUNT	T1575
		T1580
		T1585
		T1590
TSC328	TSC319	T1595
TSC329	TSC320	T1600
TSC330	TSC321	T1605
	SURVMINS	T1610
TSC017		
TSC018	TSC023	

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC019	TSC024	
TSC020	TSC025	
TSC021	TSC026	
TSC011		
TSC022	TSC027	
TSC041		
TSC049		
TSC053		
TSC057		
TSC061		
TSC065		
TSC069		
TSC071		
TSC073		
TSC085		
TSC086		
TSC087		
TSC088		
TSC089		
TSC090		
TSC091		
TSC092		
TSC093		
TSC094		
TSC095		
TSC096		
TSC097		
TSC098		
TSC128	TSC098	
TSC129		
TSC130*	TSC100	
**Response options differ.*		
TSC137		
TSC138		
TSC139		
TSC163	TSC134	
TSC164	TSC135	
TSC165		
TSC167, TSC174, TSC181, TSC188, TSC195, TSC202, TSC209, TSC216, and TSC223*	TSC138, TSC146, TSC154, TSC162, TSC170, TSC178, TSC186, TSC194, TSC202, and TSC210*	
**Alowed for 9 responses in 88.*	**Allowed for 10 responses in 91.*	

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC168, TSC175, TSC182, TSC189, TSC196, TSC203 TSC210, TSC217, and TSC224* **Alowed for 9 responses in 88.*	TSC139, TSC147, TSC155, TSC163, TSC171, TSC179, TSC187, TSC195, TSC203, and TSC211* **Allowed for 10 responses in 91.*	
TSC170		
TSC171, TSC178, TSC185, TSC192, TSC199, TSC206, TSC213, TSC220, and TSC227* **Alowed for 9 responses in 88.*	TSC143, TSC151, TSC159, TSC167, TSC175, TSC183, TSC191, TSC199, TSC207, and TSC215* **Allowed for 10 responses in 91.*	
TSC172, TSC179, TSC186, TSC193, TSC200, TSC207, TSC214, TSC221, and TSC228* **Allowed for 9 responses in 88. See question 27 part g for 88.*	TSC144, TSC152, TSC160, TSC168, TSC176, TSC184, TSC192, TSC200, TSC208, and TSC216* **Allowed for 10 responses in 91. See question 32 part i for 91.*	
TSC177		
TSC184		
TSC191		
TSC198		
TSC205		
TSC212		
TSC219		
TSC226		
TSC229		
TSC230		
TSC231		
TSC232		
TSC233		
TSC237		
TSC273	TSC265	
TSC275	TSC244	
TSC277	TSC246	
TSC284		
TSC285		
TSC286		
TSC287		
TSC289	TSC277	
TSC290* **Response options differ.*	TSC278	
TSC292		
TSC293	TSC280	
TSC294		

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC295	TSC281	
TSC296		
TSC297	TSC282	
TSC298		
TSC299	TSC283	
TSC300		
TSC301	TSC284	
TSC302		
TSC303	TSC285	
TSC310	TSC300	
TSC313	TUITION	

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
	TSC001	T0015
TSC010*	TSC011	T0020
*Response options differ.		
		T0025
TSC012	TSC012	T0030
	TSC013	T0035
TSC014*	TSC014	T0040
*Response options differ.		
TSC013*	TSC015	T0045
*Response options differ.		
TSC015*	TSC016	T0050
*Response options differ.		
TSC016*	TSC017	T0055
*Only includes full-time in 88 and both full-time and part-time in 91 and 94.		
TSC032*	TSC018	T0060
*Options 1 and 2 from 88 crosswalk with options 6 and 7 from 94.		
TSC035	TSC019	T0065
TSC036	TSC020	T0070
TSC037	TSC021	T0075
TSC038	TSC022	T0080
	TSC028	T0090
TSC023	FTPUB	T0095
TSC024	PTPUB	T0100
TSC025	FTPVT	T0105
TSC026	PTPVT	T0110
TSC027	TSC033	T0115, T0120
TSC028	TSC034	T0125
TSC029	TSC035	T0130
	TSC036	T0135
TSC030	TSC037	T0140
TSC031	TSC038	T0145
TSC032*	TSC039*	T0150
*Options 4 and 5 crosswalk from 1988.	_*In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions._	
TSC033		T0155
TSC034*	TSC039*	T0160
*Response options differ.	_*In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions._	
		T0165
TSC043	TSC040	T0170
TSC044	TSC041	T0175

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC046	TSC042	T0180
	TSC043* **Second major or a minor filed of study combined in 91. Listed separately in 94.*	T0185, T0195
TSC045	TSC044* *Second major or a minor filed of study combined in 88 and 91. Listed separately in 94.	T0190, T0200
TSC072		T0205
TSC074		T0210
		T0215
TSC047		T0220
TSC048		T0225
TSC050		T0230
TSC051	TSC045	T0235
TSC052	TSC046	T0240
TSC054	TSC047	T0245
TSC055		T0250
TSC056		T0255
TSC058		T0260
	TSC048	T0265
TSC039	TSC049	T0270
TSC040	TSC050	T0275
TSC042	TSC051	T0280
TSC059	TSC052	T0285
TSC060	TSC053	T0290
TSC062	TSC054	T0295
TSC063, TSC067	TSC055	T0300
TSC064, TSC068	TSC056	T0305
TSC066, TSC070	TSC057	T0310
TSC075	TSC058	T0315
TSC076	TSC059	T0320
TSC077	TSC060	T0325
TSC078	TSC061	T0330
TSC131	TSC101	T0335
TSC132* **Response options differ.*	TSC102* **Response options differ.*	T0340
TSC133	TSC103	T0345
TSC134	TSC104	T0350
TSC135* **Response options differ.*	TSC105* **Response options differ.*	T0355
TSC136	TSC106	T0360
		T0365
		T0370
		T0375
		T0380
		T0385
		T0390
		T0395

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC079	TSC069	T0400
TSC080	TSC070	T0405
TSC081	TSC071	T0410
TSC082	TSC072	T0415
TSC083	TSC073	T0420
TSC084	TSC074	T0425
		T0430
	TSC077	T0435
TSC100, TSC101* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC078	T0440
TSC102, TSC103* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC079	T0445
	TSC080	T0450
TSC104, TSC105* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC081	T0455
TSC106, TSC107* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC082	T0460
	TSC083	T0465
TSC108, TSC109* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC084	T0470
TSC110, TSC111* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC085	T0475
	TSC086	T0480
TSC112, TSC113* **88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses.*	TSC087	T0485

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC114, TSC115* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC088	T0490
	TSC089	T0495
TSC116, TSC117* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC090	T0500
TSC118, TSC119* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC091	T0505
	TSC092	T0510
TSC120, TSC121* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC093	T0515
TSC122, TSC123* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC094	T0520
	TSC095	T0525
TSC124, TSC125* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC096	T0530
TSC126, TSC127* _*88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses._	TSC097	T0535
TSC099		T0540
		T0545
		T0550
		T0555
		T0560
		T0565
		T0570
		T0575
		T0580
		T0585
		T0590
		T0595

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		T0600
		T0605
		T0610
		T0615
		T0620
		T0625
		T0630
		T0635
		T0640
		T0645
		T0650
		T0655
		T0660
		T0665
		T0670
		T0675
		T0680
		T0685
		T0690
		T0695
	TSC110	T0700
	TSC111	T0705
TSC156	TSC112	T0710
TSC140	TSC113	T0715
TSC141	TSC114	T0720
TSC142	TSC115	T0725
TSC143	TSC116	T0730
TSC144	TSC117	T0735
TSC145	TSC118	T0740
TSC146	TSC119	T0745
TSC147	TSC120	T0750
TSC148	TSC121	T0755
TSC149	TSC122	T0760
TSC150	TSC123	T0765
TSC151	TSC124	T0770
TSC152	TSC125	T0775
TSC153	TSC126	T0780
TSC154, TSC155	TSC127	T0785
TSC157*	TSC128	T0790
**Response options differ.*		
TSC158	TSC129	T0795
TSC159	TSC130	T0800
TSC160	TSC131	T0805
TSC161	TSC132	T0810
TSC162	TSC133	T0815
	TSC136	T0820

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, and TSC222* **Allowed for 9 responses in 88.*	TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, and TSC209* **Allowed for 10 responses in 91.*	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, and T0965* **Allowed for 15 responses in 94.*
TSC169, TSC176, TSC183, TSC190, TSC197, TSC204, TSC211, TSC218, and TSC225* **Allowed for 9 responses in 88.*	TSC140, TSC148, TSC156, TSC164, TSC172, TSC180, TSC188, TSC196, TSC204, and TSC212* *Allowed for 10 responses *in 91.*	T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, and T0970* **Allowed for 15 responses in 94.*
	TSC217	T0975
	TSC218	T0980
		T0985
TSC234	TSC219	T0990
TSC235	TSC220	T0995
TSC236	TSC221	T1000
		T1005
		T1010
TSC275	TSC244	T1015
TSC276	TSC245	T1020
		T1025
		T1030
		T1035
TSC278	TSC247	T1040
TSC279	TSC248	T1045
TSC280	TSC249	T1050
TSC281	TSC250	T1055
	TSC251	T1060
TSC282	TSC252	T1065
TSC283	TSC253	T1070
TSC262	TSC254	T1075
TSC263	TSC255	T1080
TSC264	TSC256	T1085
TSC265	TSC257	T1090
TSC266	TSC258	T1095
TSC267	TSC259	T1100
TSC268	TSC260	T1105
TSC269	TSC261	T1110

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC270	TSC262	T1115
TSC271	TSC263	T1120
TSC272	TSC264	T1125
TSC274	TSC266	T1130
	TSC267	T1135
	TSC268	T1140
	TSC269	T1145
	TSC270	T1150
	TSC271	T1155
	TSC272	T1160
	TSC273	T1165
	TSC274	T1170
		T1175
		T1180
		T1185
		T1190
TSC238		T1195
TSC239		T1200
TSC240		T1205
TSC241		T1210
TSC242	TSC226	T1215
TSC243		T1220
TSC244		T1225
TSC245		T1230
TSC246		T1235
TSC247		T1240
TSC248	TSC227	T1245
TSC249		T1250
TSC250	TSC228	T1255
TSC251		T1260
TSC252		T1265
TSC253		T1270
TSC254		T1275
TSC255		T1280
TSC256		T1285
TSC257		T1290
TSC258		T1295
TSC259		T1300
TSC260		T1305
	TSC234	T1310
	TSC235	T1315
TSC261	TSC236	T1320
		T1325
		T1330
		T1335
		T1340
		T1345
		T1350
		T1355
		T1360

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Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
		T1365
TSC288	TSC276	T1370
		T1375
		T1380
TSC291*	TSC279*	T1385
*Response options differ.	_*Response options differ._	
	TSC286	T1390
TSC304	TSC287	T1395
	TSC288	T1400
TSC305	TSC289	T1405
	TSC290	T1410
TSC306	TSC291	T1415
TSC307	TSC292	T1420
	TSC293	T1425
TSC308	TSC294	T1430
	TSC295	T1435
TSC309	TSC296	T1440
	TSC297	T1445
	TSC298	T1450
	TSC299	T1455
	CONTRSVC	T1460
		T1465
		T1470
		T1475
		T1480
TSC311	HOUSEXPS	T1485
TSC312	MEALS	T1490
TSC316	TRANSPT	T1495
TSC315	COLLEGE	T1500
TSC313	TUITION	T1505
TSC314	CHLDCARE	T1510
TSC317	NONE	T1515
TSC318	FAMLYINC	T1520
TSC319	SEX	T1525
TSC320	RACE	T1530
	TRIBE	T1535
TSC321	HISPANIC	T1540
TSC322	BIRTHYR	T1545
TSC323	MARITAL	T1550
TSC324	DEPCHLDN	T1555, T1560
TSC325	AGEYOUNG	T1565
TSC326	OTHERDEP	T1570
TSC327	DEPCOUNT	T1575
		T1580
		T1585
		T1590
TSC328	TSC320	T1595
TSC329	TSC321	T1600
TSC330	TSC322	T1605

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
	SURVMINS	T1610
TSC011		
TSC017		
TSC018	TSC023	
TSC019	TSC024	
TSC020	TSC025	
TSC021	TSC026	
TSC022	TSC027	
TSC041		
TSC049		
TSC053		
TSC057		
TSC061		
TSC065		
TSC069		
TSC071		
TSC073		
TSC085		
TSC086		
TSC087		
TSC088		
TSC089		
TSC090		
TSC091		
TSC092		
TSC093		
TSC094		
TSC095		
TSC096		
TSC097		
TSC098		
	TSC076	
TSC128	TSC098	
TSC129		
TSC130*	TSC100	
**Response options differ.*		
TSC137		
TSC138		
TSC139		
	TSC107	
TSC163	TSC134	
TSC164	TSC135	
TSC165		
TSC167, TSC174, TSC181, TSC188, TSC195, TSC202, TSC209, TSC216, and TSC223*	TSC138, TSC146, TSC154, TSC162, TSC170, TSC178, TSC186, TSC194, TSC202, and TSC210*	
**Allowed for 9 responses in 88.*	**Allowed for 10 responses in 91.*	

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC168, TSC175, TSC182, TSC189, TSC196, TSC203, TSC210, TSC217, and TSC224* _*Allowed for 9 responses in 88._	TSC139, TSC147, TSC155, TSC163, TSC171, TSC179, TSC187, TSC195, TSC203, and TSC211* _*Allowed for 10 responses in 91._	
TSC170		
TSC171, TSC178, TSC185, TSC192, TSC199, TSC206, TSC213, TSC220, and TSC227* _*Allowed for 9 responses in 88._	TSC143, TSC151, TSC159, TSC167, TSC175, TSC183, TSC191, TSC199, TSC207, and TSC215* _*Allowed for 10 responses in 91._	
TSC172, TSC179, TSC186, TSC193, TSC200, TSC207, TSC214, TSC221, and TSC228* _*Allowed for 9 response in 88. See question 27 part g for 88._	TSC144, TSC152, TSC160, TSC168, TSC176, TSC184, TSC192, TSC200, TSC208, and TSC216* _*Allowed for 10 responses in 91. See question 32 part i for 91._	
TSC177		
TSC184		
TSC191		
TSC198		
TSC205		
TSC212		
TSC219		
TSC226		
TSC229		
TSC230		
TSC231		
TSC232		
TSC233		
TSC237		
TSC273	TSC265	
TSC277	TSC246	
TSC284		
TSC285		
TSC286		
TSC287		
TSC289	TSC277	
TSC290* _*Response options differ._	TSC278	
TSC292		
TSC293	TSC280	
TSC294		
TSC295	TSC281	

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1993-94 Variable name
TSC296		
TSC297	TSC282	
TSC298		
TSC299	TSC283	
TSC300		
TSC301	TSC284	
TSC302		
TSC303	TSC285	
TSC310	TSC300	

Appendix C. Crosswalk of codes for teachers' major field of study

(for undergraduate and advanced degrees) between SASS: 87-88, SASS: 90-91, and SASS:93-94

Education	**1987-88**	**1990-91 and 1993-94**
General Education		
Pre-elementary/early childhood education	52	01
Elementary education	51	03
Secondary education	53	04
Subject Area Education		
Agricultural education	54	07
Art education	55	11
Bilingual education	56	13
Business, commerce, and distributive education	57	15
Crosscultural education[1]	--	89
English education	59	22
English as a second language	58	23
Foreign languages education	60	24
Home economics education	61	29
Indian education (Native American)	--	88
Industrial arts, vocational and technical, trade and industry education	62	30
Mathematics education	63	34
Music education	64	38
Physical education/health education	65	40
Reading education	66	43
Religious education	--	45
Science education	67	46
Social studies/social sciences education	68	48
Special Education		
Special education, general	70	67
Emotionally disturbed	71	68
Mentally retarded	72	69
Speech/language impaired[2]	73	70
Deaf and hard-of-hearing[3]	73	71
Visually handicapped[4]	73	72
Orthopedically impaired	--	73

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[1] "--" is used to indicate that this field was not specified in the 1987-88 list of fields.

[2] In 1987-88 this field was combined with training in the education of the hearing and visually handicapped.

[3] In 1987-88 this field was combined with training in the education of the speech and visually handicapped.

[4] In 1987-88 this field was combined with training in the education of speech and hearing impaired.

	1987-88	1990-91 and 1993-94
Mildly handicapped	--	74
Severely handicapped	--	75
Specific learning disabilities	74	76
Other special education	75	77
Other Education		
Curriculum and instruction	80	78
Educational administration	81	79
Educational psychology	82	80
Counseling and guidance[5]	83	81
Other education	84	82
General		
Agriculture and natural resources	11	06
American Indian studies (Native American)	--	86
Other area and ethnic studies[6]	13	87
Architecture and environmental design	12	08
Art, fine and applied	19	10
Business and management	15	14
Communications and journalism[7]	16	16
Computer and information sciences	17	17
Drama, theater	--	19
Engineering	18	20
English (literature, letters, speech, classics)	24	21
General studies	--	25
Health professions and occupations[8]	21	27
Home economics	22	28
Humanities	--	85
Law	23	31
Library science	25	32
Mathematics	26	33
Military science	27	35
Multi/interdisciplinary studies	28	36
Music	--	37
Philosophy[9]	29	39
Psychology	30	41

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[5] In 1987-88 this field was labelled "Student personnel and counseling."

[6] In 1987-88 this field was labelled "Area and ethnic studies," i.e., it included Native American studies as well as other area and ethnic studies.

[7] In 1987-88 this field was labelled "Communications" only.

[8] In 1987-88 this field was labelled "Health professions" only.

[9] In 1987-88 this field was labelled "Philosophy and religion."

	1987-88	1990-91 and 1993-94
Public affairs and services	31	42
Religion, theology[10]	32	44
Foreign languages[11]		
French	20	51
German	20	52
Latin	20	53
Russian	20	54
Spanish	20	55
Other foreign languages	20	56
Natural sciences		
Biology/life science	14	57
Chemistry	33	58
Geology/earth science	35	59
Physics	34	60
Other natural sciences[12]	36	61
Social Sciences		
Economics	37	62
History	38	63
Political science and government	39	64
Sociology	40	65
Other social sciences	41	66
Other	42	84

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[10] In 1987-88 this field was labelled "Theology."

[11] In 1987-88 all foreign languages were combined in one field labelled "Foreign languages."

[12] In 1987-88 this field was labelled "Other physical sciences."

Appendix D. SAS Variable List

Teacher Demand and Shortage Survey, Public and Private School Surveys

Physical Name: ZEEWRM.SASS133.YR9394.NCES.SCHOOL.SAS
ZEEWRM.SASS133.YR9394.NCES.SCHOOL.DATA

Alphabetical List of Variables

Variable	EBCDIC Position	Label
AFFIL	50	3 LEVEL TYPOLOGY
APIN	2032	PERMANENT ID ASSIGNED BY QED
BIA	1950	BIA FLAG
CCDIDLEA	1990	LEA ID CODE (2-FIPST,5-AGENCY)
CCDNAME	1997	NAME OF LEA
CMSA	43	CMSA/PMSA/MSA CODE
CNTLNUM	2	CONTROL NUMBER
CONFTE	1973	NUMBER OF CONTINUING FTE TEACHERS
D0050	852	DISTRICT DOES NOT EMPLOY ANY TEACHERS
D0055	853	DIST SERVES ONLY PRE-K AND/OR K STUDENTS
D0060	854	DIST SERVES ONLY PS OR ADULT STUDENTS
D0065	855	DISTRICT HAS MERGED WITH ANOTHER
D0070	856	DISTRICT IS NO LONGER IN OPERATION
D0080	857	AGENCY IS NOT A SCHOOL DISTRICT OR LEA
D0115	858	GRADE OFFERED - UNGRADED
D0120	859	ENROLLMENT - UNGRADED
D0125	864	GRADE OFFERED - KINDERGARTEN
D0130	865	ENROLLMENT - KINDERGARTEN
D0135	870	GRADE OFFERED - 1ST
D0140	871	ENROLLMENT - 1ST
D0145	876	GRADE OFFERED - 2ND
D0150	877	ENROLLMENT - 2ND
D0155	882	GRADE OFFERED - 3RD
D0160	883	ENROLLMENT - 3RD
D0165	888	GRADE OFFERED - 4TH
D0170	889	ENROLLMENT - 4TH
D0175	894	GRADE OFFERED - 5TH
D0180	895	ENROLLMENT - 5TH
D0185	900	GRADE OFFERED - 6TH
D0190	901	ENROLLMENT - 6TH
D0195	906	GRADE OFFERED - 7TH
D0200	907	ENROLLMENT - 7TH
D0205	912	GRADE OFFERED - 8TH
D0210	913	ENROLLMENT - 8TH
D0215	918	GRADE OFFERED - 9TH
D0220	919	ENROLLMENT - 9TH
D0225	924	GRADE OFFERED - 10TH

Variable	EBCDIC Position	Label
D0230	925	ENROLLMENT - 10TH
D0235	930	GRADE OFFERED - 11TH
D0240	931	ENROLLMENT - 11TH
D0245	936	GRADE OFFERED - 12TH
D0250	937	ENROLLMENT - 12TH
D0255	942	TOTAL STUDENTS ENROLLED IN DISTRICT
D0405	948	# STUDENTS - AM. INDIAN/ALASKAN NATIVE
D0410	953	# STUDENTS - ASIAN OR PACIFIC ISLANDER
D0415	959	# STUDENTS - HISPANIC
D0420	965	# STUDENTS - BLACK, NOT HISPANIC
D0425	971	# STUDENTS - WHITE, NOT HISPANIC
D0465	977	# DAYS IN SCHOOL YEAR
D0480	980	DIST RELEASES STANDARDZD TEST RESULTS
D0995	981	FTE TCH FOR UNGRADED
D1000	987	FTE TCH FOR KINDERGARTEN
D1005	993	FTE TCH FOR GRADES 1-12
D1010	1000	TOTAL FTE TEACHERS
D1015	1007	# TCHRS WITH REGULAR/STANDARD STATE CERT
D1025	1014	# FTE ITINERANT TEACHERS
D1030	1020	# VACANT - NO SUITABLE FTE CANDIDATE
D1035	1025	# ABOLISHED - NO SUITABLE FTE CANDIDATE
D1040	1029	# ABOLISHED - BUDGET FTE CUTS
D1050	1034	# FTE NEWLY HIRED TEACHERS
D1055	1040	# NEWLY HIRED FTE TCHRS WITH ST CERT
D1065	1046	# NEWLY HIRED FTE TCHRS WITH EMERG CERT
D1070	1051	# FTE TEACHERS LAID OFF
D1075	1056	# TCHRS - AM. INDIAN OR ALASKAN NATIVE
D1080	1059	# TCHRS - ASIAN OR PACIFIC ISLANDER
D1085	1063	# TCHRS - HISPANIC, REGARDLESS OF RACE
D1090	1067	# TCHRS - BLACK, NOT HISPANIC
D1095	1072	# TCHRS - WHITE, NOT HISPANIC
D1225	1077	CRITERIA - FULL STANDARD STATE CERT.
D1230	1078	CRITERIA - EMERGENCY STATE CERT.
D1235	1079	CRITERIA - GRADUATE OF STATE ED. PGM
D1240	1080	CRITERIA - COLLEGE MAJOR IN FIELD TAUGHT
D1245	1081	CRITERIA - PASS STATE TEST BASIC SKILLS
D1250	1082	CRITERIA - PASS STATE TEST SUBJ KNWLEDG
D1255	1083	CRITERIA - PASS LOCAL TEST
D1260	1084	CRITERIA - NTE CORE BATTERY
D1265	1085	CRITERIA - PASS NTE SPECIALTY AREA
D1270	1086	# FTE LIBRARY MEDIA SPECIALISTS
D1275	1091	VACANT FTE LIBRARY MEDIA SPECIALISTS
D1280	1095	ABOLISHED FTE LIBRARY MEDIA SPECIALIST
D1285	1098	# FTE LIBRARY MEDIA SPECIALISTS LAID OFF
D1505	1102	NO PGM FOR PRE-KINDERGARTEN CHILDREN
D1510	1103	PGM - HEAD START: SCHOOL DISTRICT

Variable	EBCDIC Position	Label
D1515	1104	PGM - HEAD START: OUTSIDE AGENCY
D1520	1105	PGM - DAYCARE: DISTRICT
D1525	1106	PGM - DAYCARE: OUTSIDE AGENCY
D1530	1107	PGM - CHAPTER 1 PREKINDERGARTEN
D1535	1108	PGM - PRE-KINDERGARTEN SPECIAL ED: DIST.
D1540	1109	PGM-PRE-KINDERGARTEN SPCL: OUTSIDE AGNCY
D1545	1110	PGM - GENERAL PRE-KINDERGARTEN: DISTRICT
D1550	1111	PGM-GNRL PRE-KINDERGARTEN: OUTSIDE AGNCY
D1555	1112	# PRE-K CHILDREN ENROLLED IN PROGRAMS
D1595	1117	# FTE PRE-K TEACHERS
D1600	1122	DO STUDENTS RECEIVE CHAPTER 1 SERVICES
D1605	1123	PRE-K STUDENTS RECEIVED CHPTR 1 SERVICES
D1610	1127	K-12 STUDENTS RECEIVED CHPTR 1 SERVICES
D1625	1133	# CHAPTER 1 TEACHERS
D1630	1138	# CHAPTER 1 TEACHER AIDES
D1645	1142	DIST PARTICIPATE NAT'L SCHOOL LUNCH PGM
D1650	1143	ANY STUDENTS ELIGIBLE FOR LUNCH PGM
D1655	1144	# PRE-K APPLICANTS APPRVD FOR LUNCH PGM
D1660	1148	# K-12 APPLICANTS APPROVED FOR LUNCH PGM
D1675	1154	# PK STUDENTS RECEIVD FREE/REDUCED LUNCH
D1680	1158	# K-12 STUDNTS RECEIVD FREE/REDUCD LUNCH
D1695	1164	DOES DISTRICT HAVE A CHOICE PROGRAM
D1700	1165	OFFERED -ENROLLMENT IN MAGNET SCHOOL
D1705	1166	# ENROLLED IN MAGNET SCHOOL
D1710	1172	OFFERED - ENROLLMENT IN ANY SCHL IN DIST
D1715	1173	# ENROLLED IN CHOICE SCHOOL IN DISTRICT
D1720	1179	OFFERED - ENROLLMENT IN OTHER DISTRICTS
D1725	1180	# ENROLLED IN OTHER DISTRICTS
D1730	1185	OFFERED - ENROLLMENT FROM OTHER DISTRICT
D1735	1186	# ENROLLED FROM OTHER DISTRICTS
D1740	1190	NONE OF ABOVE CHOICE PROGRAMS
D1760	1191	DISTRICT GRANTS REGLR HIGH SCHL DIPLOMAS
D1765	1192	YRS REQUIRED - ENGLISH/LANGUAGE ARTS
D1770	1195	YRS REQUIRED - MATH
D1775	1198	YRS REQUIRED - COMPUTER SCIENCE
D1780	1201	YRS REQUIRED - SOCIAL SCIENCES
D1785	1204	YRS REQRD - PHYSICAL/BIOLOGICAL SCIENCE
D1790	1207	YRS REQUIRED - FOREIGN LANGUAGE
D1795	1210	IS THIS A 3 OR 4 YEAR PROGRAM
D1800	1211	# YRS IN PROGRAM
D1805	1212	COMMUNITY SERVICE REQUIREMENT
D1810	1213	DOES DISTRICT REQ A # OF HRS OF SERVICE
D1815	1214	# HRS REQ FOR COMMUNITY SERVICE
D1845	1217	WRITTEN POLICY- GENL STUDENT DISCIPLINE
D1850	1218	WRITTEN POLICY- STUDNT ALCOHOL USE/ABUSE

Variable	EBCDIC Position	Label
D1855	1219	WRITTEN POLICY- STU DRUG USE/ABUSE
D1860	1220	WRITTEN POLICY- STU TOBACCO USE/ABUS
D2080	1221	LENGTH OF NORMAL CONTRACT YR FOR TCHRS
D2085	1222	AGREEMENT WITH TEACHERS' UNION
D2090	1223	WHAT TYPE OF AGREEMENT
D2095	1224	SALARY SCHEDULE FOR TEACHERS
D2100	1225	YRLY TEACHER SALARY- BACH DEG NO EXP
D2105	1230	YRLY TEACHER SALARY- MASTER DEG NO EXP
D2110	1235	YRLY SALARY- MASTERS DEG + 30 CREDITS
D2115	1240	YRLY SALARY- MASTERS DEG & 20 YEARS EXP
D2120	1245	YRLY SALARY- HIGHEST STEP SALARY SCHED
D2125	1250	RANGE TEACHERS' YEARLY SALARY (LOWEST)
D2130	1255	RANGE TRACHERS' YEARLY SALARY (HIGHEST)
D2140	1260	TEACHERS COVERED BY RETIREMENT PLAN
D2145	1261	CAN IN-STATE MOVERS RECVE RET CREDIT
D2150	1262	DO TCHRS HAVE TO PURCHASE THIS CREDIT
D2155	1263	TCHRS- MOVE FROM ANOTHER STATE RECV CRDT
D2160	1264	DO TCHRS HAVE TO PURCHASE THIS CREDIT
D2190	1265	SCHOOL USE INCENTIVES FOR LOCATION
D2195	1266	INCENTIVES - CASH BONUS
D2200	1267	INCENTIVES - DIFF STEP SALARY SCHED
D2205	1268	INCENTIVES - OTHER SALARY INCREASE
D2210	1269	USES PAY INCENTIVE FOR SHORTAGE FIELDS
D2215	1270	PAY INCENTIVES - CASH BONUS
D2220	1271	PAY INCENTIVES - DIFF STEP ON SLRY SCHED
D2225	1272	PAY INCENTIVES - OTHER SALARY INCREASE
D2230	1273	FLD INCENTIVES - SPECIAL ED
D2235	1274	FLD INCENTIVES - MATHEMATICS
D2240	1275	FLD INCENTIVES - COMPUTER SCIENCE
D2245	1276	FLD INCENTIVES - PHYSICAL SCIENCE
D2250	1277	FLD INCENTIVES - BIO/LIFE SCIENCE
D2255	1278	FLD INCENTIVES - ESL, ESOL, BILINGUAL
D2260	1279	FLD INCENTIVES - FOREIGN LANGUAGES
D2265	1280	FLD INCENTIVES - VO-TECH ED
D2270	1281	FLD INCENTIVES - NONE OF THE ABOVE
D2275	1282	PAY INCENTIVE FOR COMPLETION OF TRAINING
D2280	1283	PAY INCENTIVES - CASH BONUS
D2285	1284	PAY INCENTIVES - DIFF STEP ON SAL SCHED
D2290	1285	PAY INCENTIVES - OTHER SALARY INCREASE
D2295	1286	PAY INCENTIVES FOR OTHER PURPOSES
D2300	1287	FREE TRAINING AVAILABLE IN SCHOOL DIST.
D2305	1288	FREE TRAINING - SPECIAL ED
D2310	1289	FREE TRAINING - MATHEMATICS
D2315	1290	FREE TRAINING - COMPUTER SCIENCE
D2320	1291	FREE TRAINING - PHYSICAL SCIENCES
D2325	1292	FREE TRAINING - BIOLOGY/LIFE SCIENC

Variable	EBCDIC Position	Label
D2330	1293	FREE TRAINING - ESL, ESOL, BILINGUA
D2335	1294	FREE TRAINING - FOREIGN LANGUAGES
D2340	1295	FREE TRAINING - VO-TECHNICAL EDUCATION
D2345	1296	FREE TRAINING - NONE OF THE ABOVE
D2350	1297	DIST HAVE TRAINING FOR ADMINISTRATORS
D2355	1298	COMPLETED QUESTIONNAIRE (HRS)
D2360	1300	COMPLETED QUESTIONNAIRE (MIN)
DCTYNM	2041	COUNTY NAME
DMOS4	2072	SASS PUB. SCH. MEASURE OF SIZE
FSMPF1	2080	1991 SASS SAMPLE FLAG
F_D0050	2086	IMPUTATION FLAG FOR D0050
F_D0055	2087	IMPUTATION FLAG FOR D0055
F_D0060	2088	IMPUTATION FLAG FOR D0060
F_D0065	2089	IMPUTATION FLAG FOR D0065
F_D0070	2090	IMPUTATION FLAG FOR D0070
F_D0080	2091	IMPUTATION FLAG FOR D0080
F_D0115	2092	IMPUTATION FLAG FOR D0115
F_D0120	2093	IMPUTATION FLAG FOR D0120
F_D0125	2094	IMPUTATION FLAG FOR D0125
F_D0130	2095	IMPUTATION FLAG FOR D0130
F_D0135	2096	IMPUTATION FLAG FOR D0135
F_D0140	2097	IMPUTATION FLAG FOR D0140
F_D0145	2098	IMPUTATION FLAG FOR D0145
F_D0150	2099	IMPUTATION FLAG FOR D0150
F_D0155	2100	IMPUTATION FLAG FOR D0155
F_D0160	2101	IMPUTATION FLAG FOR D0160
F_D0165	2102	IMPUTATION FLAG FOR D0165
F_D0170	2103	IMPUTATION FLAG FOR D0170
F_D0175	2104	IMPUTATION FLAG FOR D0175
F_D0180	2105	IMPUTATION FLAG FOR D0180
F_D0185	2106	IMPUTATION FLAG FOR D0185
F_D0190	2107	IMPUTATION FLAG FOR D0190
F_D0195	2108	IMPUTATION FLAG FOR D0195
F_D0200	2109	IMPUTATION FLAG FOR D0200
F_D0205	2110	IMPUTATION FLAG FOR D0205
F_D0210	2111	IMPUTATION FLAG FOR D0210
F_D0215	2112	IMPUTATION FLAG FOR D0215
F_D0220	2113	IMPUTATION FLAG FOR D0220
F_D0225	2114	IMPUTATION FLAG FOR D0225
F_D0230	2115	IMPUTATION FLAG FOR D0230
F_D0235	2116	IMPUTATION FLAG FOR D0235
F_D0240	2117	IMPUTATION FLAG FOR D0240
F_D0245	2118	IMPUTATION FLAG FOR D0245
F_D0250	2119	IMPUTATION FLAG FOR D0250
F_D0255	2120	IMPUTATION FLAG FOR D0255

Variable	EBCDIC Position	Label
F_D0405	2121	IMPUTATION FLAG FOR D0405
F_D0410	2122	IMPUTATION FLAG FOR D0410
F_D0415	2123	IMPUTATION FLAG FOR D0415
F_D0420	2124	IMPUTATION FLAG FOR D0420
F_D0425	2125	IMPUTATION FLAG FOR D0425
F_D0465	2126	IMPUTATION FLAG FOR D0465
F_D0480	2127	IMPUTATION FLAG FOR D0480
F_D0995	2128	IMPUTATION FLAG FOR D0995
F_D1000	2129	IMPUTATION FLAG FOR D1000
F_D1005	2130	IMPUTATION FLAG FOR D1005
F_D1010	2131	IMPUTATION FLAG FOR D1010
F_D1015	2132	IMPUTATION FLAG FOR D1015
F_D1025	2133	IMPUTATION FLAG FOR D1025
F_D1030	2134	IMPUTATION FLAG FOR D1030
F_D1035	2135	IMPUTATION FLAG FOR D1035
F_D1040	2136	IMPUTATION FLAG FOR D1040
F_D1045	2137	IMPUTATION FLAG FOR D1045
F_D1050	2138	IMPUTATION FLAG FOR D1050
F_D1055	2139	IMPUTATION FLAG FOR D1055
F_D1065	2140	IMPUTATION FLAG FOR D1065
F_D1070	2141	IMPUTATION FLAG FOR D1070
F_D1075	2142	IMPUTATION FLAG FOR D1075
F_D1080	2143	IMPUTATION FLAG FOR D1080
F_D1085	2144	IMPUTATION FLAG FOR D1085
F_D1090	2145	IMPUTATION FLAG FOR D1090
F_D1095	2146	IMPUTATION FLAG FOR D1095
F_D1225	2147	IMPUTATION FLAG FOR D1225
F_D1230	2148	IMPUTATION FLAG FOR D1230
F_D1235	2149	IMPUTATION FLAG FOR D1235
F_D1240	2150	IMPUTATION FLAG FOR D1240
F_D1245	2151	IMPUTATION FLAG FOR D1245
F_D1250	2152	IMPUTATION FLAG FOR D1250
F_D1255	2153	IMPUTATION FLAG FOR D1255
F_D1260	2154	IMPUTATION FLAG FOR D1260
F_D1265	2155	IMPUTATION FLAG FOR D1265
F_D1270	2156	IMPUTATION FLAG FOR D1270
F_D1275	2157	IMPUTATION FLAG FOR D1275
F_D1280	2158	IMPUTATION FLAG FOR D1280
F_D1285	2159	IMPUTATION FLAG FOR D1285
F_D1505	2160	IMPUTATION FLAG FOR D1505
F_D1510	2161	IMPUTATION FLAG FOR D1510
F_D1515	2162	IMPUTATION FLAG FOR D1515
F_D1520	2163	IMPUTATION FLAG FOR D1520
F_D1525	2164	IMPUTATION FLAG FOR D1525
F_D1530	2165	IMPUTATION FLAG FOR D1530
F_D1535	2166	IMPUTATION FLAG FOR D1535

Variable	**EBCDIC Position**	**Label**
F_D1540	2167	IMPUTATION FLAG FOR D1540
F_D1545	2168	IMPUTATION FLAG FOR D1545
F_D1550	2169	IMPUTATION FLAG FOR D1550
F_D1555	2170	IMPUTATION FLAG FOR D1555
F_D1595	2171	IMPUTATION FLAG FOR D1595
F_D1600	2172	IMPUTATION FLAG FOR D1600
F_D1605	2173	IMPUTATION FLAG FOR D1605
F_D1610	2174	IMPUTATION FLAG FOR D1610
F_D1625	2175	IMPUTATION FLAG FOR D1625
F_D1630	2176	IMPUTATION FLAG FOR D1630
F_D1645	2177	IMPUTATION FLAG FOR D1645
F_D1650	2178	IMPUTATION FLAG FOR D1650
F_D1655	2179	IMPUTATION FLAG FOR D1655
F_D1660	2180	IMPUTATION FLAG FOR D1660
F_D1675	2181	IMPUTATION FLAG FOR D1675
F_D1680	2182	IMPUTATION FLAG FOR D1680
F_D1695	2183	IMPUTATION FLAG FOR D1695
F_D1700	2184	IMPUTATION FLAG FOR D1700
F_D1705	2185	IMPUTATION FLAG FOR D1705
F_D1710	2186	IMPUTATION FLAG FOR D1710
F_D1715	2187	IMPUTATION FLAG FOR D1715
F_D1720	2188	IMPUTATION FLAG FOR D1720
F_D1725	2189	IMPUTATION FLAG FOR D1725
F_D1730	2190	IMPUTATION FLAG FOR D1730
F_D1735	2191	IMPUTATION FLAG FOR D1735
F_D1740	2192	IMPUTATION FLAG FOR D1740
F_D1760	2193	IMPUTATION FLAG FOR D1760
F_D1765	2194	IMPUTATION FLAG FOR D1765
F_D1770	2195	IMPUTATION FLAG FOR D1770
F_D1775	2196	IMPUTATION FLAG FOR D1775
F_D1780	2197	IMPUTATION FLAG FOR D1780
F_D1785	2198	IMPUTATION FLAG FOR D1785
F_D1790	2199	IMPUTATION FLAG FOR D1790
F_D1795	2200	IMPUTATION FLAG FOR D1795
F_D1800	2201	IMPUTATION FLAG FOR D1800
F_D1805	2202	IMPUTATION FLAG FOR D1805
F_D1810	2203	IMPUTATION FLAG FOR D1810
F_D1815	2204	IMPUTATION FLAG FOR D1815
F_D1845	2205	IMPUTATION FLAG FOR D1845
F_D1850	2206	IMPUTATION FLAG FOR D1850
F_D1855	2207	IMPUTATION FLAG FOR D1855
F_D1860	2208	IMPUTATION FLAG FOR D1860
F_D2080	2209	IMPUTATION FLAG FOR D2080
F_D2085	2210	IMPUTATION FLAG FOR D2085
F_D2090	2211	IMPUTATION FLAG FOR D2090

Variable	EBCDIC Position	Label
F_D2095	2212	IMPUTATION FLAG FOR D2095
F_D2100	2213	IMPUTATION FLAG FOR D2100
F_D2105	2214	IMPUTATION FLAG FOR D2105
F_D2110	2215	IMPUTATION FLAG FOR D2110
F_D2115	2216	IMPUTATION FLAG FOR D2115
F_D2120	2217	IMPUTATION FLAG FOR D2120
F_D2125	2218	IMPUTATION FLAG FOR D2125
F_D2130	2219	IMPUTATION FLAG FOR D2130
F_D2140	2220	IMPUTATION FLAG FOR D2140
F_D2145	2221	IMPUTATION FLAG FOR D2145
F_D2150	2222	IMPUTATION FLAG FOR D2150
F_D2155	2223	IMPUTATION FLAG FOR D2155
F_D2160	2224	IMPUTATION FLAG FOR D2160
F_D2190	2225	IMPUTATION FLAG FOR D2190
F_D2195	2226	IMPUTATION FLAG FOR D2195
F_D2200	2227	IMPUTATION FLAG FOR D2200
F_D2205	2228	IMPUTATION FLAG FOR D2205
F_D2210	2229	IMPUTATION FLAG FOR D2210
F_D2215	2230	IMPUTATION FLAG FOR D2215
F_D2220	2231	IMPUTATION FLAG FOR D2220
F_D2225	2232	IMPUTATION FLAG FOR D2225
F_D2230	2233	IMPUTATION FLAG FOR D2230
F_D2235	2234	IMPUTATION FLAG FOR D2235
F_D2240	2235	IMPUTATION FLAG FOR D2240
F_D2245	2236	IMPUTATION FLAG FOR D2245
F_D2250	2237	IMPUTATION FLAG FOR D2250
F_D2255	2238	IMPUTATION FLAG FOR D2255
F_D2260	2239	IMPUTATION FLAG FOR D2260
F_D2265	2240	IMPUTATION FLAG FOR D2265
F_D2270	2241	IMPUTATION FLAG FOR D2270
F_D2275	2242	IMPUTATION FLAG FOR D2275
F_D2280	2243	IMPUTATION FLAG FOR D2280
F_D2285	2244	IMPUTATION FLAG FOR D2285
F_D2290	2245	IMPUTATION FLAG FOR D2290
F_D2295	2246	IMPUTATION FLAG FOR D2295
F_D2300	2247	IMPUTATION FLAG FOR D2300
F_D2305	2248	IMPUTATION FLAG FOR D2305
F_D2310	2249	IMPUTATION FLAG FOR D2310
F_D2315	2250	IMPUTATION FLAG FOR D2315
F_D2320	2251	IMPUTATION FLAG FOR D2320
F_D2325	2252	IMPUTATION FLAG FOR D2325
F_D2330	2253	IMPUTATION FLAG FOR D2330
F_D2335	2254	IMPUTATION FLAG FOR D2335
F_D2340	2255	IMPUTATION FLAG FOR D2340
F_D2345	2256	IMPUTATION FLAG FOR D2345
F_D2350	2257	IMPUTATION FLAG FOR D2350

Variable	EBCDIC Position	Label
F_D2355	2258	IMPUTATION FLAG FOR D2355
F_D2360	2259	IMPUTATION FLAG FOR D2360
F_S0055	2260	IMPUTATION FLAG FOR S0055
F_S0060	2261	IMPUTATION FLAG FOR S0060
F_S0070	2262	IMPUTATION FLAG FOR S0070
F_S0075	2263	IMPUTATION FLAG FOR S0075
F_S0080	2264	IMPUTATION FLAG FOR S0080
F_S0115	2265	IMPUTATION FLAG FOR S0115
F_S0120	2266	IMPUTATION FLAG FOR S0120
F_S0125	2267	IMPUTATION FLAG FOR S0125
F_S0130	2268	IMPUTATION FLAG FOR S0130
F_S0135	2269	IMPUTATION FLAG FOR S0135
F_S0140	2270	IMPUTATION FLAG FOR S0140
F_S0145	2271	IMPUTATION FLAG FOR S0145
F_S0150	2272	IMPUTATION FLAG FOR S0150
F_S0155	2273	IMPUTATION FLAG FOR S0155
F_S0160	2274	IMPUTATION FLAG FOR S0160
F_S0165	2275	IMPUTATION FLAG FOR S0165
F_S0170	2276	IMPUTATION FLAG FOR S0170
F_S0175	2277	IMPUTATION FLAG FOR S0175
F_S0180	2278	IMPUTATION FLAG FOR S0180
F_S0185	2279	IMPUTATION FLAG FOR S0185
F_S0190	2280	IMPUTATION FLAG FOR S0190
F_S0195	2281	IMPUTATION FLAG FOR S0195
F_S0200	2282	IMPUTATION FLAG FOR S0200
F_S0205	2283	IMPUTATION FLAG FOR S0205
F_S0210	2284	IMPUTATION FLAG FOR S0210
F_S0215	2285	IMPUTATION FLAG FOR S0215
F_S0220	2286	IMPUTATION FLAG FOR S0220
F_S0225	2287	IMPUTATION FLAG FOR S0225
F_S0230	2288	IMPUTATION FLAG FOR S0230
F_S0235	2289	IMPUTATION FLAG FOR S0235
F_S0240	2290	IMPUTATION FLAG FOR S0240
F_S0245	2291	IMPUTATION FLAG FOR S0245
F_S0250	2292	IMPUTATION FLAG FOR S0250
F_S0255	2293	IMPUTATION FLAG FOR S0255
F_S0405	2294	IMPUTATION FLAG FOR S0405
F_S0410	2295	IMPUTATION FLAG FOR S0410
F_S0415	2296	IMPUTATION FLAG FOR S0415
F_S0420	2297	IMPUTATION FLAG FOR S0420
F_S0425	2298	IMPUTATION FLAG FOR S0425
F_S0450	2299	IMPUTATION FLAG FOR S0450
F_S0455	2300	IMPUTATION FLAG FOR S0455
F_S0460	2301	IMPUTATION FLAG FOR S0460
F_S0465	2302	IMPUTATION FLAG FOR S0465

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Variable	**EBCDIC Position**	**Label**
F_S0470	2303	IMPUTATION FLAG FOR S0470
F_S0475	2304	IMPUTATION FLAG FOR S0475
F_S0485	2305	IMPUTATION FLAG FOR S0485
F_S0490	2306	IMPUTATION FLAG FOR S0490
F_S0495	2307	IMPUTATION FLAG FOR S0495
F_S0500	2308	IMPUTATION FLAG FOR S0500
F_S0505	2309	IMPUTATION FLAG FOR S0505
F_S0510	2310	IMPUTATION FLAG FOR S0510
F_S0515	2311	IMPUTATION FLAG FOR S0515
F_S0520	2312	IMPUTATION FLAG FOR S0520
F_S0525	2313	IMPUTATION FLAG FOR S0525
F_S0530	2314	IMPUTATION FLAG FOR S0530
F_S0535	2315	IMPUTATION FLAG FOR S0535
F_S0540	2316	IMPUTATION FLAG FOR S0540
F_S0545	2317	IMPUTATION FLAG FOR S0545
F_S0550	2318	IMPUTATION FLAG FOR S0550
F_S0555	2319	IMPUTATION FLAG FOR S0555
F_S0560	2320	IMPUTATION FLAG FOR S0560
F_S0565	2321	IMPUTATION FLAG FOR S0565
F_S0570	2322	IMPUTATION FLAG FOR S0570
F_S0575	2323	IMPUTATION FLAG FOR S0575
F_S0580	2324	IMPUTATION FLAG FOR S0580
F_S0585	2325	IMPUTATION FLAG FOR S0585
F_S0590	2326	IMPUTATION FLAG FOR S0590
F_S0595	2327	IMPUTATION FLAG FOR S0595
F_S0600	2328	IMPUTATION FLAG FOR S0600
F_S0605	2329	IMPUTATION FLAG FOR S0605
F_S0610	2330	IMPUTATION FLAG FOR S0610
F_S0615	2331	IMPUTATION FLAG FOR S0615
F_S0620	2332	IMPUTATION FLAG FOR S0620
F_S0625	2333	IMPUTATION FLAG FOR S0625
F_S0630	2334	IMPUTATION FLAG FOR S0630
F_S0635	2335	IMPUTATION FLAG FOR S0635
F_S0640	2336	IMPUTATION FLAG FOR S0640
F_S0645	2337	IMPUTATION FLAG FOR S0645
F_S0650	2338	IMPUTATION FLAG FOR S0650
F_S0655	2339	IMPUTATION FLAG FOR S0655
F_S0660	2340	IMPUTATION FLAG FOR S0660
F_S0665	2341	IMPUTATION FLAG FOR S0665
F_S0670	2342	IMPUTATION FLAG FOR S0670
F_S0675	2343	IMPUTATION FLAG FOR S0675
F_S0680	2344	IMPUTATION FLAG FOR S0680
F_S0685	2345	IMPUTATION FLAG FOR S0685
F_S0690	2346	IMPUTATION FLAG FOR S0690
F_S0695	2347	IMPUTATION FLAG FOR S0695
F_S0700	2348	IMPUTATION FLAG FOR S0700

Variable	EBCDIC Position	Label
F_S0705	2349	IMPUTATION FLAG FOR S0705
F_S0710	2350	IMPUTATION FLAG FOR S0710
F_S0715	2351	IMPUTATION FLAG FOR S0715
F_S0720	2352	IMPUTATION FLAG FOR S0720
F_S0725	2353	IMPUTATION FLAG FOR S0725
F_S0730	2354	IMPUTATION FLAG FOR S0730
F_S0735	2355	IMPUTATION FLAG FOR S0735
F_S0740	2356	IMPUTATION FLAG FOR S0740
F_S0745	2357	IMPUTATION FLAG FOR S0745
F_S0750	2358	IMPUTATION FLAG FOR S0750
F_S0755	2359	IMPUTATION FLAG FOR S0755
F_S0760	2360	IMPUTATION FLAG FOR S0760
F_S0765	2361	IMPUTATION FLAG FOR S0765
F_S0770	2362	IMPUTATION FLAG FOR S0770
F_S0775	2363	IMPUTATION FLAG FOR S0775
F_S0780	2364	IMPUTATION FLAG FOR S0780
F_S0785	2365	IMPUTATION FLAG FOR S0785
F_S0790	2366	IMPUTATION FLAG FOR S0790
F_S0795	2367	IMPUTATION FLAG FOR S0795
F_S0800	2368	IMPUTATION FLAG FOR S0800
F_S0805	2369	IMPUTATION FLAG FOR S0805
F_S0810	2370	IMPUTATION FLAG FOR S0810
F_S0815	2371	IMPUTATION FLAG FOR S0815
F_S0820	2372	IMPUTATION FLAG FOR S0820
F_S0825	2373	IMPUTATION FLAG FOR S0825
F_S0830	2374	IMPUTATION FLAG FOR S0830
F_S0835	2375	IMPUTATION FLAG FOR S0835
F_S0840	2376	IMPUTATION FLAG FOR S0840
F_S0845	2377	IMPUTATION FLAG FOR S0845
F_S0850	2378	IMPUTATION FLAG FOR S0850
F_S0855	2379	IMPUTATION FLAG FOR S0855
F_S0860	2380	IMPUTATION FLAG FOR S0860
F_S0865	2381	IMPUTATION FLAG FOR S0865
F_S0870	2382	IMPUTATION FLAG FOR S0870
F_S0875	2383	IMPUTATION FLAG FOR S0875
F_S0880	2384	IMPUTATION FLAG FOR S0880
F_S0885	2385	IMPUTATION FLAG FOR S0885
F_S0890	2386	IMPUTATION FLAG FOR S0890
F_S0895	2387	IMPUTATION FLAG FOR S0895
F_S0900	2388	IMPUTATION FLAG FOR S0900
F_S0905	2389	IMPUTATION FLAG FOR S0905
F_S0910	2390	IMPUTATION FLAG FOR S0910
F_S0915	2391	IMPUTATION FLAG FOR S0915
F_S0920	2392	IMPUTATION FLAG FOR S0920
F_S0925	2393	IMPUTATION FLAG FOR S0925

Variable	**EBCDIC Position**	**Label**
F_S0930	2394	IMPUTATION FLAG FOR S0930
F_S0935	2395	IMPUTATION FLAG FOR S0935
F_S0940	2396	IMPUTATION FLAG FOR S0940
F_S0945	2397	IMPUTATION FLAG FOR S0945
F_S0950	2398	IMPUTATION FLAG FOR S0950
F_S0955	2399	IMPUTATION FLAG FOR S0955
F_S0960	2400	IMPUTATION FLAG FOR S0960
F_S0965	2401	IMPUTATION FLAG FOR S0965
F_S0970	2402	IMPUTATION FLAG FOR S0970
F_S0975	2403	IMPUTATION FLAG FOR S0975
F_S0980	2404	IMPUTATION FLAG FOR S0980
F_S0985	2405	IMPUTATION FLAG FOR S0985
F_S0990	2406	IMPUTATION FLAG FOR S0990
F_S0995	2407	IMPUTATION FLAG FOR S0995
F_S1000	2408	IMPUTATION FLAG FOR S1000
F_S1005	2409	IMPUTATION FLAG FOR S1005
F_S1010	2410	IMPUTATION FLAG FOR S1010
F_S1015	2411	IMPUTATION FLAG FOR S1015
F_S1020	2412	IMPUTATION FLAG FOR S1020
F_S1030	2413	IMPUTATION FLAG FOR S1030
F_S1035	2414	IMPUTATION FLAG FOR S1035
F_S1045	2415	IMPUTATION FLAG FOR S1045
F_S1050	2416	IMPUTATION FLAG FOR S1050
F_S1055	2417	IMPUTATION FLAG FOR S1055
F_S1060	2418	IMPUTATION FLAG FOR S1060
F_S1070	2419	IMPUTATION FLAG FOR S1070
F_S1100	2420	IMPUTATION FLAG FOR S1100
F_S1105	2421	IMPUTATION FLAG FOR S1105
F_S1110	2422	IMPUTATION FLAG FOR S1110
F_S1115	2423	IMPUTATION FLAG FOR S1115
F_S1120	2424	IMPUTATION FLAG FOR S1120
F_S1125	2425	IMPUTATION FLAG FOR S1125
F_S1130	2426	IMPUTATION FLAG FOR S1130
F_S1135	2427	IMPUTATION FLAG FOR S1135
F_S1140	2428	IMPUTATION FLAG FOR S1140
F_S1145	2429	IMPUTATION FLAG FOR S1145
F_S1150	2430	IMPUTATION FLAG FOR S1150
F_S1155	2431	IMPUTATION FLAG FOR S1155
F_S1160	2432	IMPUTATION FLAG FOR S1160
F_S1165	2433	IMPUTATION FLAG FOR S1165
F_S1170	2434	IMPUTATION FLAG FOR S1170
F_S1175	2435	IMPUTATION FLAG FOR S1175
F_S1180	2436	IMPUTATION FLAG FOR S1180
F_S1185	2437	IMPUTATION FLAG FOR S1185
F_S1190	2438	IMPUTATION FLAG FOR S1190
F_S1195	2439	IMPUTATION FLAG FOR S1195

Variable	EBCDIC Position	Label
F_S1200	2440	IMPUTATION FLAG FOR S1200
F_S1205	2441	IMPUTATION FLAG FOR S1205
F_S1210	2442	IMPUTATION FLAG FOR S1210
F_S1215	2443	IMPUTATION FLAG FOR S1215
F_S1220	2444	IMPUTATION FLAG FOR S1220
F_S1225	2445	IMPUTATION FLAG FOR S1225
F_S1230	2446	IMPUTATION FLAG FOR S1230
F_S1235	2447	IMPUTATION FLAG FOR S1235
F_S1240	2448	IMPUTATION FLAG FOR S1240
F_S1245	2449	IMPUTATION FLAG FOR S1245
F_S1250	2450	IMPUTATION FLAG FOR S1250
F_S1255	2451	IMPUTATION FLAG FOR S1255
F_S1260	2452	IMPUTATION FLAG FOR S1260
F_S1265	2453	IMPUTATION FLAG FOR S1265
F_S1290	2454	IMPUTATION FLAG FOR S1290
F_S1295	2455	IMPUTATION FLAG FOR S1295
F_S1300	2456	IMPUTATION FLAG FOR S1300
F_S1305	2457	IMPUTATION FLAG FOR S1305
F_S1310	2458	IMPUTATION FLAG FOR S1310
F_S1315	2459	IMPUTATION FLAG FOR S1315
F_S1320	2460	IMPUTATION FLAG FOR S1320
F_S1325	2461	IMPUTATION FLAG FOR S1325
F_S1330	2462	IMPUTATION FLAG FOR S1330
F_S1335	2463	IMPUTATION FLAG FOR S1335
F_S1340	2464	IMPUTATION FLAG FOR S1340
F_S1345	2465	IMPUTATION FLAG FOR S1345
F_S1350	2466	IMPUTATION FLAG FOR S1350
F_S1355	2467	IMPUTATION FLAG FOR S1355
F_S1360	2468	IMPUTATION FLAG FOR S1360
F_S1365	2469	IMPUTATION FLAG FOR S1365
F_S1370	2470	IMPUTATION FLAG FOR S1370
F_S1375	2471	IMPUTATION FLAG FOR S1375
F_S1380	2472	IMPUTATION FLAG FOR S1380
F_S1385	2473	IMPUTATION FLAG FOR S1385
F_S1390	2474	IMPUTATION FLAG FOR S1390
F_S1395	2475	IMPUTATION FLAG FOR S1395
F_S1400	2476	IMPUTATION FLAG FOR S1400
F_S1405	2477	IMPUTATION FLAG FOR S1405
F_S1410	2478	IMPUTATION FLAG FOR S1410
F_S1415	2479	IMPUTATION FLAG FOR S1415
F_S1420	2480	IMPUTATION FLAG FOR S1420
F_S1425	2481	IMPUTATION FLAG FOR S1425
F_S1430	2482	IMPUTATION FLAG FOR S1430
F_S1435	2483	IMPUTATION FLAG FOR S1435
F_S1440	2484	IMPUTATION FLAG FOR S1440

Variable	EBCDIC Position	Label
F_S1445	2485	IMPUTATION FLAG FOR S1445
F_S1450	2486	IMPUTATION FLAG FOR S1450
F_S1455	2487	IMPUTATION FLAG FOR S1455
F_S1460	2488	IMPUTATION FLAG FOR S1460
F_S1465	2489	IMPUTATION FLAG FOR S1465
F_S1470	2490	IMPUTATION FLAG FOR S1470
F_S1475	2491	IMPUTATION FLAG FOR S1475
F_S1480	2492	IMPUTATION FLAG FOR S1480
F_S1485	2493	IMPUTATION FLAG FOR S1485
F_S1490	2494	IMPUTATION FLAG FOR S1490
F_S1495	2495	IMPUTATION FLAG FOR S1495
F_S1500	2496	IMPUTATION FLAG FOR S1500
F_S1505	2497	IMPUTATION FLAG FOR S1505
F_S1510	2498	IMPUTATION FLAG FOR S1510
F_S1515	2499	IMPUTATION FLAG FOR S1515
F_S1520	2500	IMPUTATION FLAG FOR S1520
F_S1525	2501	IMPUTATION FLAG FOR S1525
F_S1530	2502	IMPUTATION FLAG FOR S1530
F_S1535	2503	IMPUTATION FLAG FOR S1535
F_S1540	2504	IMPUTATION FLAG FOR S1540
F_S1545	2505	IMPUTATION FLAG FOR S1545
F_S1550	2506	IMPUTATION FLAG FOR S1550
F_S1555	2507	IMPUTATION FLAG FOR S1555
F_S1565	2508	IMPUTATION FLAG FOR S1565
F_S1570	2509	IMPUTATION FLAG FOR S1570
F_S1575	2510	IMPUTATION FLAG FOR S1575
F_S1580	2511	IMPUTATION FLAG FOR S1580
F_S1585	2512	IMPUTATION FLAG FOR S1585
F_S1590	2513	IMPUTATION FLAG FOR S1590
F_S1600	2514	IMPUTATION FLAG FOR S1600
F_S1605	2515	IMPUTATION FLAG FOR S1605
F_S1610	2516	IMPUTATION FLAG FOR S1610
F_S1625	2517	IMPUTATION FLAG FOR S1625
F_S1630	2518	IMPUTATION FLAG FOR S1630
F_S1645	2519	IMPUTATION FLAG FOR S1645
F_S1650	2520	IMPUTATION FLAG FOR S1650
F_S1655	2521	IMPUTATION FLAG FOR S1655
F_S1660	2522	IMPUTATION FLAG FOR S1660
F_S1675	2523	IMPUTATION FLAG FOR S1675
F_S1680	2524	IMPUTATION FLAG FOR S1680
F_S1745	2525	IMPUTATION FLAG FOR S1745
F_S1750	2526	IMPUTATION FLAG FOR S1750
F_S1755	2527	IMPUTATION FLAG FOR S1755
F_S1760	2528	IMPUTATION FLAG FOR S1760
F_S1765	2529	IMPUTATION FLAG FOR S1765
F_S1770	2530	IMPUTATION FLAG FOR S1770

Variable	EBCDIC Position	Label
F_S1775	2531	IMPUTATION FLAG FOR S1775
F_S1780	2532	IMPUTATION FLAG FOR S1780
F_S1785	2533	IMPUTATION FLAG FOR S1785
F_S1790	2534	IMPUTATION FLAG FOR S1790
F_S1795	2535	IMPUTATION FLAG FOR S1795
F_S1800	2536	IMPUTATION FLAG FOR S1800
F_S1805	2537	IMPUTATION FLAG FOR S1805
F_S1810	2538	IMPUTATION FLAG FOR S1810
F_S1815	2539	IMPUTATION FLAG FOR S1815
F_S1820	2540	IMPUTATION FLAG FOR S1820
F_S1825	2541	IMPUTATION FLAG FOR S1825
F_S1830	2542	IMPUTATION FLAG FOR S1830
F_S1835	2543	IMPUTATION FLAG FOR S1835
F_S1840	2544	IMPUTATION FLAG FOR S1840
F_S1845	2545	IMPUTATION FLAG FOR S1845
F_S1850	2546	IMPUTATION FLAG FOR S1850
F_S1855	2547	IMPUTATION FLAG FOR S1855
F_S1860	2548	IMPUTATION FLAG FOR S1860
F_S1865	2549	IMPUTATION FLAG FOR S1865
F_S1870	2550	IMPUTATION FLAG FOR S1870
F_S1875	2551	IMPUTATION FLAG FOR S1875
F_S1880	2552	IMPUTATION FLAG FOR S1880
F_S1885	2553	IMPUTATION FLAG FOR S1885
F_S1890	2554	IMPUTATION FLAG FOR S1890
F_S1895	2555	IMPUTATION FLAG FOR S1895
F_S1900	2556	IMPUTATION FLAG FOR S1900
F_S1905	2557	IMPUTATION FLAG FOR S1905
F_S1910	2558	IMPUTATION FLAG FOR S1910
F_S1915	2559	IMPUTATION FLAG FOR S1915
F_S1920	2560	IMPUTATION FLAG FOR S1920
F_S1925	2561	IMPUTATION FLAG FOR S1925
F_S1930	2562	IMPUTATION FLAG FOR S1930
F_S1935	2563	IMPUTATION FLAG FOR S1935
F_S1940	2564	IMPUTATION FLAG FOR S1940
F_S1945	2565	IMPUTATION FLAG FOR S1945
F_S1950	2566	IMPUTATION FLAG FOR S1950
F_S1955	2567	IMPUTATION FLAG FOR S1955
F_S1960	2568	IMPUTATION FLAG FOR S1960
F_S1965	2569	IMPUTATION FLAG FOR S1965
F_S1970	2570	IMPUTATION FLAG FOR S1970
F_S1975	2571	IMPUTATION FLAG FOR S1975
F_S1980	2572	IMPUTATION FLAG FOR S1980
F_S1985	2573	IMPUTATION FLAG FOR S1985
F_S1990	2574	IMPUTATION FLAG FOR S1990
F_S1995	2575	IMPUTATION FLAG FOR S1995

Variable	EBCDIC Position	Label
F_S2000	2576	IMPUTATION FLAG FOR S2000
F_S2005	2577	IMPUTATION FLAG FOR S2005
F_S2010	2578	IMPUTATION FLAG FOR S2010
F_S2015	2579	IMPUTATION FLAG FOR S2015
F_S2020	2580	IMPUTATION FLAG FOR S2020
F_S2025	2581	IMPUTATION FLAG FOR S2025
F_S2030	2582	IMPUTATION FLAG FOR S2030
F_S2035	2583	IMPUTATION FLAG FOR S2035
F_S2040	2584	IMPUTATION FLAG FOR S2040
F_S2045	2585	IMPUTATION FLAG FOR S2045
F_S2050	2586	IMPUTATION FLAG FOR S2050
F_S2055	2587	IMPUTATION FLAG FOR S2055
F_S2060	2588	IMPUTATION FLAG FOR S2060
F_S2065	2589	IMPUTATION FLAG FOR S2065
F_S2070	2590	IMPUTATION FLAG FOR S2070
F_S2075	2591	IMPUTATION FLAG FOR S2075
F_S2080	2592	IMPUTATION FLAG FOR S2080
F_S2095	2593	IMPUTATION FLAG FOR S2095
F_S2100	2594	IMPUTATION FLAG FOR S2100
F_S2105	2595	IMPUTATION FLAG FOR S2105
F_S2110	2596	IMPUTATION FLAG FOR S2110
F_S2115	2597	IMPUTATION FLAG FOR S2115
F_S2120	2598	IMPUTATION FLAG FOR S2120
F_S2125	2599	IMPUTATION FLAG FOR S2125
F_S2130	2600	IMPUTATION FLAG FOR S2130
F_S2135	2601	IMPUTATION FLAG FOR S2135
F_S2140	2602	IMPUTATION FLAG FOR S2140
F_S2165	2603	IMPUTATION FLAG FOR S2165
F_S2170	2604	IMPUTATION FLAG FOR S2170
F_S2175	2605	IMPUTATION FLAG FOR S2175
F_S2180	2606	IMPUTATION FLAG FOR S2180
F_S2185	2607	IMPUTATION FLAG FOR S2185
F_S2210	2608	IMPUTATION FLAG FOR S2210
F_S2215	2609	IMPUTATION FLAG FOR S2215
F_S2220	2610	IMPUTATION FLAG FOR S2220
F_S2225	2611	IMPUTATION FLAG FOR S2225
F_S2230	2612	IMPUTATION FLAG FOR S2230
F_S2235	2613	IMPUTATION FLAG FOR S2235
F_S2240	2614	IMPUTATION FLAG FOR S2240
F_S2245	2615	IMPUTATION FLAG FOR S2245
F_S2250	2616	IMPUTATION FLAG FOR S2250
F_S2255	2617	IMPUTATION FLAG FOR S2255
F_S2260	2618	IMPUTATION FLAG FOR S2260
F_S2265	2619	IMPUTATION FLAG FOR S2265
F_S2270	2620	IMPUTATION FLAG FOR S2270
F_S2275	2621	IMPUTATION FLAG FOR S2275

Variable	EBCDIC Position	Label
F_S2280	2622	IMPUTATION FLAG FOR S2280
F_S2285	2623	IMPUTATION FLAG FOR S2285
F_S2290	2624	IMPUTATION FLAG FOR S2290
F_S2295	2625	IMPUTATION FLAG FOR S2295
F_S2300	2626	IMPUTATION FLAG FOR S2300
F_S2305	2627	IMPUTATION FLAG FOR S2305
F_S2310	2628	IMPUTATION FLAG FOR S2310
F_S2315	2629	IMPUTATION FLAG FOR S2315
F_S2320	2630	IMPUTATION FLAG FOR S2320
F_S2325	2631	IMPUTATION FLAG FOR S2325
F_S2330	2632	IMPUTATION FLAG FOR S2330
F_S2335	2633	IMPUTATION FLAG FOR S2335
F_S2340	2634	IMPUTATION FLAG FOR S2340
F_S2345	2635	IMPUTATION FLAG FOR S2345
F_S2350	2636	IMPUTATION FLAG FOR S2350
F_S2355	2637	IMPUTATION FLAG FOR S2355
F_S2360	2638	IMPUTATION FLAG FOR S2360
LEACNTL	14	LEA CONTROL NUMBER
LEASIZE	1953	LEA SIZE (NUMBER OF STUDENTS)
LEAWGT	52	FINAL LEA WEIGHT
LOCALE	1954	LOCALE - CC, URBAN, RURAL
METRO	49	METRO STATUS RECODE
NMINENR	1967	NUMBER MINORITY STUDENTS
NMINTCH	1959	NUMBER MINORITY TEACHERS
ORDSEL	2027	ORDER OF SELECTION
PMINENR	1964	PERCENT MINORITY STUDENTS
PMINTCH	1956	PERCENT MINORITY TEACHERS
PSOURCE	2079	SOURCE OF PRIVATE SCHOOL
PSTRATM	2081	1994 PRIVATE SCHOOL STRATUM CODE
REGION	35	REGION
REPWGT1	84	REPLICATE WEIGHT 1
REPWGT10	228	REPLICATE WEIGHT 10
REPWGT11	244	REPLICATE WEIGHT 11
REPWGT12	260	REPLICATE WEIGHT 12
REPWGT13	276	REPLICATE WEIGHT 13
REPWGT14	292	REPLICATE WEIGHT 14
REPWGT15	308	REPLICATE WEIGHT 15
REPWGT16	324	REPLICATE WEIGHT 16
REPWGT17	340	REPLICATE WEIGHT 17
REPWGT18	356	REPLICATE WEIGHT 18
REPWGT19	372	REPLICATE WEIGHT 19
REPWGT2	100	REPLICATE WEIGHT 2
REPWGT20	388	REPLICATE WEIGHT 20
REPWGT21	404	REPLICATE WEIGHT 21
REPWGT22	420	REPLICATE WEIGHT 22

Variable	EBCDIC Position	Label
REPWGT23	436	REPLICATE WEIGHT 23
REPWGT24	452	REPLICATE WEIGHT 24
REPWGT25	468	REPLICATE WEIGHT 25
REPWGT26	484	REPLICATE WEIGHT 26
REPWGT27	500	REPLICATE WEIGHT 27
REPWGT28	516	REPLICATE WEIGHT 28
REPWGT29	532	REPLICATE WEIGHT 29
REPWGT3	116	REPLICATE WEIGHT 3
REPWGT30	548	REPLICATE WEIGHT 30
REPWGT31	564	REPLICATE WEIGHT 31
REPWGT32	580	REPLICATE WEIGHT 32
REPWGT33	596	REPLICATE WEIGHT 33
REPWGT34	612	REPLICATE WEIGHT 34
REPWGT35	628	REPLICATE WEIGHT 35
REPWGT36	644	REPLICATE WEIGHT 36
REPWGT37	660	REPLICATE WEIGHT 37
REPWGT38	676	REPLICATE WEIGHT 38
REPWGT39	692	REPLICATE WEIGHT 39
REPWGT4	132	REPLICATE WEIGHT 4
REPWGT40	708	REPLICATE WEIGHT 40
REPWGT41	724	REPLICATE WEIGHT 41
REPWGT42	740	REPLICATE WEIGHT 42
REPWGT43	756	REPLICATE WEIGHT 43
REPWGT44	772	REPLICATE WEIGHT 44
REPWGT45	788	REPLICATE WEIGHT 45
REPWGT46	804	REPLICATE WEIGHT 46
REPWGT47	820	REPLICATE WEIGHT 47
REPWGT48	836	REPLICATE WEIGHT 48
REPWGT5	148	REPLICATE WEIGHT 5
REPWGT6	164	REPLICATE WEIGHT 6
REPWGT7	180	REPLICATE WEIGHT 7
REPWGT8	196	REPLICATE WEIGHT 8
REPWGT9	212	REPLICATE WEIGHT 9
RO	2030	REGIONAL OFFICE
S0055	1302	SCHOOL TEACHES ONLY PRE-K AND/OR KIND
S0060	1303	SCHOOL TEACHES ONLY POSTSEC OR ABOVE
S0070	1304	SCHOOL IS NO LONGER IN OPERATION
S0075	1305	PUBLIC SCHOOL NOT PRIVATE SCHOOL
S0080	1306	INSTITUTION/ORGANIZATION IS NOT A SCHL
S0115	1307	GRADE LEVEL - UNGRADED
S0120	1308	ENROLLMENT - UNGRADED
S0125	1312	GRADE LEVEL - KINDERGARTEN
S0130	1313	ENROLLMENT - KINDERGARTEN
S0135	1316	GRADE LEVEL - 1ST
S0140	1317	ENROLLMENT - 1ST
S0145	1320	GRADE LEVEL - 2ND

Variable	EBCDIC Position	Label
S0150	1321	ENROLLMENT - 2ND
S0155	1324	GRADE LEVEL - 3RD
S0160	1325	ENROLLMENT - 3RD
S0165	1328	GRADES LEVEL - 4TH
S0170	1329	ENROLLMENT - 4TH
S0175	1332	GRADE LEVEL - 5TH
S0180	1333	ENROLLMENT - 5TH
S0185	1336	GRADE LEVEL - 6TH
S0190	1337	ENROLLMENT - 6TH
S0195	1340	GRADE LEVEL - 7TH
S0200	1341	ENROLLMENT - 7TH
S0205	1345	GRADE LEVEL- 8TH
S0210	1346	ENROLLMENT - 8TH
S0215	1349	GRADE LEVEL - 9TH
S0220	1350	ENROLLMENT - 9TH
S0225	1354	GRADE LEVEL - 10TH
S0230	1355	ENROLLMENT - 10TH
S0235	1359	GRADE LEVEL - 11TH
S0240	1360	ENROLLMENT - 11TH
S0245	1364	GRADE LEVEL - 12TH
S0250	1365	ENROLLMENT 12TH
S0255	1369	TOTAL # OF STUDENTS ENROLLED IN SCHOOL
S0405	1373	# STUDENTS WERE AMERICAN INDIAN
S0410	1377	# STUDENTS WERE ASIAN/PACIFC ISLANDR
S0415	1381	# STUDENTS WERE HISPANIC
S0420	1385	# STUDENTS WERE BLACK (NON-HISPANIC)
S0425	1389	# STUDENTS WERE WHITE (NON-HISPANIC)
S0450	1393	IS THIS SCHOOL COEDUCATIONAL
S0455	1394	HOW MANY MALE STUDENTS
S0460	1398	# STUDENTS ABSENT ON MOST RECENT DAY
S0465	1401	HOW MANY DAYS ARE IN THE SCHOOL YEAR
S0470	1404	HOW LONG IS THE SCHL DAY FOR STDNTS(HRS)
S0475	1406	HOW LONG IS THE SCHL DAY FOR STDNTS(MIN)
S0485	1408	DOES SCHOOL HAVE A RELIGIOUS ORIENTATION
S0490	1409	SCHL FORMLLY AFFIL. WITH NTNL REL. DENOM.
S0495	1410	WHAT IS SCHOOL'S RELIGIOUS ORIENTATION
S0500	1412	WHICH CATEGORY BEST DESCRIBES SCHOOL
S0505	1413	ACCELERATED CHRISTIAN EDUCATION
S0510	1414	ALTERNATIVE SCHOOL NETWORK
S0515	1415	NATNL COALITION OF ALTRNTV COMM SCHLS
S0520	1416	AMERICAN ASSOC OF CHRISTIAN SCHOOLS
S0525	1417	AMERICAN MONTESSORI SOCIETY
S0530	1418	OTHER MONTESSORI ASSOCIATION(S)
S0535	1419	ASSOC OF CHRISTIAN SCHOOLS INTERNTNL
S0540	1420	ASSOC OF MILITARY COLLEGES/SCHOOLS

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Variable	EBCDIC Position	Label
S0545	1421	BILINGUAL SCHOOL ASSOCIATION
S0550	1422	COUNCIL OF BILINGUAL EDUCATION
S0555	1423	OTHER ASSOCIATION(S) FOR BILINGUAL ED.
S0560	1424	CHRISTIAN SCHOOLS INTERNATIONAL
S0565	1425	COUNCIL FOR EXCEPTIONAL CHILDREN
S0570	1426	NTNL ASSOC. PRV SCHLS FOR EXCEP CHILDREN
S0575	1427	OTHER ASSOC(S) FOR EXCEPTIONL CHILDREN
S0580	1428	COUNCIL OF ISLAMIC SCHOOLS - NORTH AM.
S0585	1429	EARLY CHILDHOOD EDUCATION ASSOCIATION
S0590	1430	OTHER EARLY CHILDHOOD ED ASSOCIATION
S0595	1431	EUROPEAN COUNCIL FOR INTRNATNL SCHLS
S0600	1432	OTHER ASSOCIATION(S) FOR INTRNTNL SCHLS
S0605	1433	FRIENDS COUNCIL ON EDUCATION
S0610	1434	GENERAL CONF OF THE SEVENTH DAY ADVNTSTS
S0615	1435	NATIONAL ASSOC. OF EPISCOPAL SCOOHLS
S0620	1436	NATIONAL ASSOC. OF INDEPENDENT SCHOOLS
S0625	1437	NATIONAL INDEPENDENT PRIVATE SCHL ASSOC.
S0630	1438	OTHER INDEPENDENT SCHOOL ASSOC.
S0635	1439	NATIONAL ASSOC. OF LABORATORY SCHOOLS
S0640	1440	NATIONAL CATHOLIC EDUCATIONAL ASSOC.
S0645	1441	JESUIT SECONDARY EDUCATION ASSOC.
S0650	1442	NATNL CENTER FOR NEIGHBORHOOD ENTERPRISE
S0655	1443	NATIONAL FEDERATION OF CHURCH SCHOOLS
S0660	1444	NATIONAL SOCIETY OF HEBREW DAY SCHOOLS
S0665	1445	SOLOMON SCHECHTER DAY SCHOOLS
S0670	1446	OTHER JEWISH SCHOOL ASSOCIATION(S)
S0675	1447	ORAL ROBERTS EDUCATIONAL FELLOWSHIP
S0680	1448	OTHER CHRISTIAN SCHOOL ASSOCIATIONS
S0685	1449	OTHER RELIGIOUS SCHOOL ASSOCIATIONS
S0690	1450	OTHER NONRELIGIOUS SCHOOL ASSOCIATIONS
S0695	1451	NONE OF THE ABOVE ASSOCIATIONS
S0700	1452	SCHOOL HAS SPECIAL ADMISSION REQUIREMENT
S0705	1453	FOR ADMIT. - USE ADMISSION TEST
S0710	1454	FOR ADMIT. - USE STUDENT ACHVMNT TEST
S0715	1455	FOR ADMIT. - USE ACADEMIC RECORD
S0720	1456	FOR ADMIT. - USE SPECIAL STUDENT NEEDS
S0725	1457	FOR ADMIT. - SPECIAL STUDENT APTITUDES
S0730	1458	FOR ADMIT. - USE PERSONAL INTERVIEW
S0735	1459	FOR ADMIT. - USE RECOMMENDATIONS
S0740	1460	FOR ADMIT. - USE RELIGIOUS AFFILIATION
S0745	1461	FOR ADMIT. - TRIBAL AFFILIATION
S0750	1462	FOR ADMIT. - USE NONE OF ABOVE
S0755	1463	MOST IMPORTANT CONSIDERATN FOR ADMISSION
S0760	1466	TYPE OF SCHOOL
S0765	1467	MAJOR ROLE OF SCHL-SUPPORT HOME SCHLNG
S0770	1468	OFFER A MAGNET PROGRAM

Variable	EBCDIC Position	Label
S0775	1469	SCHOOL LOCATED IN PRIVATE HOME
S0780	1470	DO ANY STUDENTS BOARD AT SCHOOL
S0785	1471	HOW MANY STUDENTS BOARD AT SCHOOL - ALL
S0790	1472	# OF MANY STUDENTS BOARD AT SCHOOL
S0795	1476	SCHOOL CHARGE TUITION FOR STUDENTS
S0800	1477	POLICY FOR MODIFYING/DISCOUNTING TUITION
S0805	1478	HIGHEST ANNUAL TUITION - FULLTIME STDNT
S0810	1483	YEAR SCHOOL FOUNDED
S0815	1487	# OF PART-TIME PRINCIPALS/SCHOOL HEADS
S0820	1488	# OF PART-TIME VICE PRINCIPALS
S0825	1489	# OF PART-TIME OTHER MANAGERS
S0830	1490	# OF PART-TIME INSTRUCTIONL COORDINATORS
S0835	1492	# OF PART-TIME SCHOOL COUNSELORS
S0840	1494	# OF PART-TIME LIB MEDIA SPEC./LIBRARIAN
S0845	1495	# OF PART-TIME STUDENT SUPPORT SERVICES
S0850	1497	# OF PART-TIME - TEACHERS
S0855	1500	# OF PART-TIME LIBRARY MEDIA CENTR AIDES
S0860	1502	# OF PART-TIME TEACHER AIDES
S0865	1505	# OF PART-TIME SECRETARIES/OTHR CLERICAL
S0870	1507	# OF PART-TIME OTHER EMPLOYEES
S0875	1509	# OF FULL-TIME PRINCIPALS/SCHOOL HEADS
S0880	1510	# OF FULL-TIME VICE PRINCIPALS
S0885	1512	# OF FULL-TIME OTHER MANAGERS
S0890	1513	# OF FULL-TIME INSTRUCTIONAL COORDINATRS
S0895	1515	# OF FULL-TIME SCHOOL COUNSELORS
S0900	1517	# OF FULL-TIME LIBRARY MEDIA SPECIALISTS
S0905	1519	# OF FULL-TIME STUDENT SUPPORT SERVICES
S0910	1521	# OF FULL-TIME - TEACHERS
S0915	1524	# OF FULL-TIME LIBRARY MEDIA CENTR AIDES
S0920	1526	# OF FULL-TIME TEACHER AIDES
S0925	1529	# OF FULL-TIME SECRETARIES/OTHR CLERICAL
S0930	1531	# OF FULL-TIME OTHER EMPLOYEES
S0935	1534	# OF FULL-TIME TEACHERS
S0940	1537	TEACH AT LEAST 3/4 TIME BUT LESS THAN FT
S0945	1539	TEACH AT LEAST 1/2 TIME BUT LESS THAN FT
S0950	1541	TEACH AT LEAST 1/4 TIME BUT LESS THAN FT
S0955	1543	TEACH LESS THAN 3/4 TIME
S0960	1545	TOTAL # TEACHERS
S0965	1548	# TEACHERS - AM. INDIAN/ALASKAN NATIVE
S0970	1550	# TEACHERS - ASIAN OR PACIFIC ISLANDER
S0975	1553	# TEACHERS- HISPANIC, REGARDLESS OF RACE
S0980	1556	# TEACHERS - BLACK, NOT HISPANIC
S0985	1559	# TEACHERS - WHITE, NOT HISPANIC
S0990	1562	# TEACHERS ABSENT ON MOST RECENT DAY
S0995	1564	# FTE TEACHERS EMPLOYED - UNGRADED

Variable	EBCDIC Position	Label
S1000	1569	# FTE TEACHERS EMPLOYED - KINDERGARTEN
S1005	1573	# FTE TEACHERS EMPLOYED - GRADES 1-12
S1010	1578	TOTAL # FTE TCHRS(FOR LEVELS LISTD ABVE)
S1015	1583	# STATE-CERTIFIED FTE TEACHERS
S1020	1588	# FTE TEACHERS
S1030	1593	# FTE POSITIONS VACANT OR TEMP FILLED
S1035	1597	# FTE POSITIONS ABOLISHED OR WITHDRAWN
S1050	1600	# NEWLY HIRED FTE TEACHERS
S1055	1604	# FTE TCHRS WITH REG/STANDARD STATE CERT
S1060	1608	# FTE TCHRS CERT BY PRIVATE SCHOOL ORG
S1070	1612	# FTE TEACHERS LAID OFF
S1100	1615	WERE THERE TEACHING VACANCIES THIS SCHOOL
S1105	1616	VAC COVERED - HIRED A FULLY QUAL TCHR
S1110	1617	VAC COVERED - LESS THAN FULLY QUAL TCHR
S1115	1618	VAC COVERED - CANCELLED COURSE OFFERING
S1120	1619	VAC COVERED - EXPANDED SOME CLASSE SIZES
S1125	1620	VAC COVERED - ADDED SECTIONS OTHER TCHRS
S1130	1621	VAC COVERED - ASSGND TCHR OF OTHR SUBJ
S1135	1622	VAC COVRD- ASSGND ADMIN/COUNSELOR TO TCH
S1140	1623	VAC COVERED - USED LONG/SHORT-TERM SUB
S1145	1624	VAC COVERED - OTHER
S1150	1625	HOW DIFF TO FILL VACNCY - GENERL ELMNTRY
S1155	1626	HOW DIFF TO FILL VACNCY - SPECL EDUCATN
S1160	1627	HOW DIFF TO FILL VACNCY - ENGLISH
S1165	1628	HOW DIFF TO FILL VACNCY - MATHEMATICS
S1170	1629	HOW DIFF TO FILL VACNCY - PHYSCL SCIENCS
S1175	1630	HOW DIFF TO FILL VACNCY - BIO/LIFE SCNCE
S1180	1631	HOW DIFF TO FILL VACNCY - ESL/ESOL/BILNG
S1185	1632	HOW DIFF TO FILL VACNCY - FOREIGN LANG
S1190	1633	HOW DIFF TO FILL VACNCY - MUSIC
S1195	1634	HOW DIFF TO FILL VACNCY - BUSINESS
S1200	1635	HOW DIFF TO FILL VACNCY - INDUSTRIAL ARTS
S1205	1636	HOW DIFF TO FILL VACNCY - HOME ECONOMICS
S1210	1637	HOW DIFF TO FILL VACNCY - TRADE/INDUSTRY
S1215	1638	HOW DIFF TO FILL VACNCY - AGRICULTURE
S1220	1639	CRITERIA - FULL STD CERT BY PRIVATE ORG
S1225	1640	CRITERIA - FULL STD STATE CERTIFICATION
S1230	1641	CRITERIA - EMER/TEMP STATE CERT.
S1235	1642	CRITERIA - GRAD FROM ST-APPRVD TCHR PGM
S1240	1643	CRITERIA - COLL. MAJOR/MINOR IN FIELD
S1245	1644	CRITERIA - PASS OF ST. BASIC SKILLS TEST
S1250	1645	CRITERIA - PASS OF ST TST SUBJ KNOWLEDGE
S1255	1646	CRITERIA - PASS OF SCHL TST BASIC SKILLS
S1260	1647	CRITERIA - PASS NATL TCHR EXAM-CORE BATT
S1265	1648	CRITERIA - PASS NATL TCHR EXAM-PROF AREA
S1290	1649	LIMITED ENGLISH PROFICIENT (LEP) STUDNTS

Variable	**EBCDIC Position**	**Label**
S1295	1650	# STUDENTS WERE LIMITED ENGLISH PROF.
S1300	1654	DETERMINE LEP - PARENT RECOMMENDATION
S1305	1655	DETERMINE LEP - TCHR OBSRVTN/REFERRAL
S1310	1656	DETERMINE LEP - HOME LANGUAGE SURVEY
S1315	1657	DETERMINE LEP - WRITTEN LANGUAGE EXAM
S1320	1658	DETERMINE LEP - ORAL INTERVIEW
S1325	1659	DETERMINE LEP - PREVIOUS STDNT RECORD
S1330	1660	DETERMINE LEP - ACHIEVEMENT TEST RESULTS
S1335	1661	# STDNTS RCVD - TCHG ESL/ESOL
S1340	1665	# STDNTS RCVD - MAINTNG STDNT HOME LANG
S1345	1669	# STDNTS RCVD - TCHG SUBJ IN HOME LANG
S1350	1673	# STDNTS RCVD - LEP INSTRCTN BELOW LEVEL
S1355	1677	# LEP ENROLLED IN SPECIAL ED PROGRAMS
S1360	1680	AVAIL PRGRM/SRVCS - REMEDIAL READING
S1365	1681	# STDNTS PARTICIPATE - REMEDIAL READING
S1370	1685	AVAIL PRGRM/SRVCS - REMEDIAL MATH
S1375	1686	# STDNTS PARTICIPATE - REMEDIAL MATH
S1380	1690	AVAIL PRGRM - STDNTS WITH DISABILITIES
S1385	1691	# STDNTS PARTICIPATE - DISABILITY PGMS
S1390	1695	AVAIL PRGRM - GIFTED AND TALENTED
S1395	1696	# STDNTS PARTICIPATE - GIFTED / TALENTED
S1400	1700	AVAIL PRGRM/SRVCS - BEFORE/AFTR DAY CARE
S1405	1701	# STDNTS PARTICIPATE - BEF/AFTR DAY CARE
S1410	1705	AVAIL PRGRM - ENGLISH AS A SECOND LANG
S1415	1706	# STDNTS PARTICIPATE - ENG AS SCND LANG
S1420	1710	AVAIL PRGRM - BILINGUAL EDUCATION
S1425	1711	# STDNTS PARTICIPATE - BILINGUAL ED.
S1430	1715	AVAIL PRGRM/SRVC - DIAG/PRESC SERVICES
S1435	1716	AVAIL PRGRM/SRVC - MED HEALTH CARE SERVC
S1440	1717	DOES SCHOOL HAVE A LIBRARY MEDIA CENTER
S1445	1718	COURSE OFFRD - AM.IND/ALASKA NTV HISTRY
S1450	1719	COURSE OFFRD - AM.IND/ALASKA NTV LANG
S1455	1720	COURSE OFFRD - AM.IND/ALASKA NTV CULTURE
S1460	1721	COURSE OFFRD - AM.IND/ALSK NTV ART/CRAFT
S1465	1722	COURSE OFFRD - AM.IND/ALASKA NTV GOVT
S1470	1723	COURSE OFFRD - MULTICULT ED W/ NTV EMPH
S1475	1724	COURSE OFFRD - SOCIAL STUDIES W/NTV EMPH
S1480	1725	COURSE OFFRD - TWO/MORE OF ABOVE IN CURR
S1485	1726	COURSE OFFRD - NONE OF THE ABOVE
S1490	1727	THIS SCHL OFFERED KINDERGARTEN PROGRAM
S1495	1728	HOW LONG IS SCHOOL DAY FOR KIND STDNT
S1500	1729	# TIMES/WK KINDERGARTEN STDNT ATTEND
S1505	1730	PRE-K PRGM OFFRD - NO PRE-K PRGRMS
S1510	1731	PRE-K PRGM OFFRD - HEAD START/THIS SCHL
S1515	1732	PRE-K PRGM OFFRD -HEAD START/OUTSD AGNCY

Variable	EBCDIC Position	Label
S1520	1733	PRE-K PRGM OFFRD - DAY CARE/THIS SCHOOL
S1525	1734	PRE-K PRGM OFFRD - DAY CARE/OUTSDE AGNCY
S1530	1735	PRE-K PRGM OFFRD - CHAPTER 1 PRE-K
S1535	1736	PRE-K PRMG OFFRD-PRE-K SPCL ED/THIS SCHL
S1540	1737	PRE-K PRGM OFF-PRE-K SPCL ED/OUTSD AGNCY
S1545	1738	PRE-K PRGM OFFRD - GNRL PRE-K/THIS SCHL
S1550	1739	PRE-K PRGM OFFRD -GNRL PRE-K/OUTSD AGNCY
S1555	1740	# PREKINDERGARTEN-AGE CHILDREN ENROLLED
S1565	1744	# FULL-TIME PRE-K TEACHERS
S1570	1746	# PRE-K TCHRS - AT LEAST 3/4 TIME
S1575	1748	# PRE-K TCHRS - AT LEAST 1/2 TIME
S1580	1750	# PRE-K TCHRS - AT LEAST 1/4 TIME
S1585	1751	# PRE-K TCHRS - LESS THAN 1/4 TIME
S1590	1753	TOTAL NUMBER PRE-K TEACHERS
S1600	1755	DID ANY STDNT RECEIVE CHAPTER 1 SVCS
S1605	1756	# PRE-K STUDENTS RECIEVED CHAPTER 1
S1610	1759	# KG-12 GRADE STDNTS RECIEVED CHPT 1
S1625	1763	# CHAPTER 1 TEACHERS
S1630	1766	# CHAPTER 1 TEACHER AIDES
S1645	1769	DOES SCHL PART. IN NTNL SCHL LUNCH PRGM
S1650	1770	ANY STDNTS ELIGIBLE -NTNL SCHL LUNCH PGM
S1655	1771	# PRE-K APPL. APPRVD NTNL SCHL LUNCH PGM
S1660	1774	# KG-12 GRD APPL. APPRVD NTNL SCHL LUNCH
S1675	1778	# PRE-K STDNTS RCVD FREE/REDUCED LUNCH
S1680	1781	# KG-12 GRD STDNTS RCVD FREE/REDCD LUNCH
S1745	1785	DOES SCHL PROVIDE 12TH GRADE INSTRUCTION
S1750	1786	DOES SCHL OFFR JOB PLACEMNT SRVC/SENIORS
S1755	1787	DOES SCHL HAVE TECH-PREP PROGRAM
S1760	1788	DOES SCHL GRANT REGLR HIGH SCHL DIPLOMA
S1765	1789	GRADUATN REQUIRES - # YRS ENG/LANG ARTS
S1770	1792	GRADUATN REQUIRES - # YRS MATHEMATICS
S1775	1795	GRADUATN REQUIRES - # YRS COMPUTER SCNCE
S1780	1798	GRADUATN REQUIRES - # YRS SOCIAL SCIENCE
S1785	1801	GRADUATN REQUIRES- # YRS PHYS/BIOL SCNCE
S1790	1804	GRADUATN REQUIRES - # YRS FOREIGN LANG
S1795	1807	REQUIREMENTS REFLECT A 3-YR OR 4-YR PGM
S1800	1808	IF NOT A 3 OR 4 YR PGM - HOW MANY YEARS
S1805	1809	SCHL HAVE A COMMUNITY SERVICE REQUIREMNT
S1810	1810	REQUIRE A CERTAIN NMBR HRS COMMUNITY SVC
S1815	1811	# HRS REQUIRED OF COMMUNITY SERVICE
S1820	1814	ANY STDNTS ENROLLED IN 12TH GRD LAST YR
S1825	1815	# STUDENT ENROLLED IN 12TH GRADE LAST YR
S1835	1819	# GRADUATES LAST YEAR
S1840	1823	# LAST YR GRADS APPLIED TO 2/4 YR COLLGE
S1845	1826	SCHL POLCY RGRDING - GNRL STDNT DISCPLNE
S1850	1827	SCHL PLCY RGRDING-STDNT ALCOHOL USE/ABUS

Variable	EBCDIC Position	Label
S1855	1828	SCHL POLCY RGRDING - STDNT DRUG USE/ABUS
S1860	1829	SCHL PLCY RGRDING-STDNT TOBACCO USE/ABUS
S1865	1830	SCHL HAS DRUG/ALC/TOBACCO USE PRVNTN PGM
S1870	1831	PGM TCH STDNT - CAUSE/EFFECT ALCOHOL USE
S1875	1832	PGM TCH STDNT - CAUSE/EFFECT DRUG USE
S1880	1833	PGM TCH STDNT - CAUSE/EFFECT TOBACCO USE
S1885	1834	PGM TCH STDNT LAWS RGRDING - ALCOHOL
S1890	1835	PGM TCH STDNT LAWS RGRDING - DRUGS
S1895	1836	PGM TCH STDNT LAWS RGRDING - TOBACCO
S1900	1837	PGM TCH SCHL POLCY- ALCOHOL POSSESSN/USE
S1905	1838	PGM TCH SCHL POLCY- DRUG POSSESSION/USE
S1910	1839	PGM TCH SCHL POLCY- TOBACCO POSSESSN/USE
S1915	1840	PGM TCH SKILLS TO RESIST PEER PRESSURE
S1920	1841	PGM HAS PEER COUNSELING
S1925	1842	PGM HAS SCHL SRVCS FOR HIGH-RISK STDNTS
S1930	1843	PGM HAS STDNT ASSISTANCE PROGRAMS
S1935	1844	PGM HAS REFERRALS TO COUNSELING/TREATMNT
S1940	1845	PGM HAS STUDENT DRUG-TESTING PROGRAMS
S1945	1846	PGM OFFERED IN - HEALTH CURRICULUM
S1950	1847	PGM OFFERED IN - SCIENCE CURRICULUM
S1955	1848	PGM OFFERED IN - SEPARATE COURSE
S1960	1849	PGM OFFERED THROUGHOUT CURRICULUM
S1965	1850	PGM OFFERED IN SPECIAL ASSEMBLIES
S1970	1851	PGM OFFERED IN OTHER MEANS
S1975	1852	SCHL HAVE ALCO/DRUG ABUSE COUNSELING PGM
S1980	1853	SCHL HAVE A SPECIAL DECISION-MAKING BODY
S1985	1854	SCHL DECISION-MAKING BODY - PRINCIPAL
S1990	1855	SCHL DECISION-MAKG BODY - VICE PRINCIPAL
S1995	1856	SCHL DCSN-MKG BODY - TCHRS PCKD BY PRIN
S2000	1857	SCHL DCSN-MKG BODY - VOLUNTEER TEACHERS
S2005	1858	SCHL DCSN-MKG BODY - ELECTED TEACHERS
S2010	1859	SCHL DCSN-MKG BODY - DEPARTMENT HEAD
S2015	1860	SCHL DCSN-MKG BODY - STUDENTS PICKED
S2020	1861	SCHL DCSN-MKG BODY - ELECTED STUDENTS
S2025	1862	SCHL DCSN-MKG BODY - SELECTED PARENTS
S2030	1863	SCHL DCSN-MKG BODY - VOLUNTEER PARENTS
S2035	1864	SCHL DCSN-MKG BODY - ELECTED PARENTS
S2040	1865	SCHL DCSN-MKG BODY - OTHR COMMUNITY REPS
S2045	1866	SCHL DECISION-MKG BODY - SUPERINTENDENT
S2050	1867	SCHL D-M FUNCTNS - CONFRS PERSNNL ISSUES
S2055	1868	SCHL D-M FNCTNS-CURRIC/STDNT DISCIPLINE
S2060	1869	SCHL D-M FNCTNS - SCHOOL RESOURCE ISSUES
S2065	1870	SCHL D-M FNCTNS - BUDGET/SPENDING ISSUES
S2070	1871	SCHL D-M FNCTNS - PLAN TRANSPORTATN RTES
S2075	1872	SCHL D-M FNCTNS - OPERATIONAL ISSUES

Variable	EBCDIC Position	Label
S2080	1873	# MONTHS IN CONTRACT YEAR FOR TEACHER
S2095	1874	IS THERE A SALARY SCHEDULE FOR TEACHERS
S2100	1875	YRLY BASE SLRY - BACHELOR/NO EXPERIENCE
S2105	1880	YRLY BASE SLRY - MASTER/NO EXPERIENCE
S2110	1885	YRLY BASE SLRY - MASTER/PLUS 30 CREDITS
S2115	1890	YRLY BASE SLRY - MASTER/20 YRS EXPRIENCE
S2120	1895	YRLY BASE SLRY - HIGHEST STEP ON SCHDULE
S2125	1900	RANGE OF TCHRS YRLY BASE SLRIES - LOWEST
S2130	1905	RANGE OF TCHRS YRLY BASE SLRIES- HIGHEST
S2135	1910	TCHERS ARE UNPD/WORK CONTRBUTD SVC BASIS
S2140	1911	ARE TEACHERS COVERED BY RETIREMENT PLAN
S2165	1912	MOVERS RCV FULL/PARTL CRDT FOR RETIRMENT
S2170	1913	RCV RTRMNT CRDT - TRNSFRNG SAME ORG/BODY
S2175	1914	RECEIVE RETIREMENT CREDIT - ROLLOVER
S2180	1915	RCV RETIREMENT CREDIT - PURCHASE CREDIT
S2185	1916	RECEIVE RETIREMENT CREDIT - OTHER
S2210	1917	PAY INCNTVS USED TO RECRUIT/RETAIN TCHRS
S2215	1918	TYPE OF PAY INCENTIVE - CASH BONUS
S2220	1919	TYPE OF PAY INCENTIVE - DIFF SCHEDL STEP
S2225	1920	TYPE PAY INCENTIVE- OTHR SALARY INCREASE
S2230	1921	INCENTIVES OFFERD IN - SPECIAL ED
S2235	1922	INCENTIVES OFFERD IN - MATHEMATICS
S2240	1923	INCENTIVES OFFERD IN - COMPUTER SCIENCE
S2245	1924	INCENTIVES OFFERD IN - PHYSICAL SCIENCES
S2250	1925	INCENTIVES OFFERD IN - BIOL/LIFE SCIENCE
S2255	1926	INCENTIVES OFFRD IN- ESL/ESOL/BLNGUAL ED
S2260	1927	INCENTIVES OFFERD IN - FOREIGN LANG
S2265	1928	INCENTIVES OFFERD IN - VO-TECH EDUCATION
S2270	1929	INCENTIVES OFFERD IN - NONE OF THE ABOVE
S2275	1930	INCNTVS FOR TCHR COMPLETN TRAING/COLLEGE
S2280	1931	PAY INCENTIVES USED - CASH BONUS
S2285	1932	PAY INCENTIVES USED-DIFF STEP SLRY SCHED
S2290	1933	PAY INCENTIVES USED- OTHER SLRY INCREASE
S2295	1934	PAY INCNTVS USED FOR OTHER PURPOSES
S2300	1935	IS FREE TRAINING AVAILABLE IN THIS SCHL
S2305	1936	FREE TRAINING PROVIDED IN - SPECIAL ED
S2310	1937	FREE TRAINING PROVIDED IN - MATHEMATICS
S2315	1938	FREE TRAINING PROVIDED IN - COMPUTER SCI
S2320	1939	FREE TRAINING PROVIDED IN - PHYSICAL SCI
S2325	1940	FREE TRAINING PROVIDED IN- BIOL/LIFE SCI
S2330	1941	FREE TRNING PROVIDD IN- ESL/ESOL/BLNG ED
S2335	1942	FREE TRAINING PROVIDED IN - FOREIGN LANG
S2340	1943	FREE TRAINING PROVIDED IN - VO-TECH ED
S2345	1944	FREE TRAINING PROVIDED IN- NONE OF ABOVE
S2350	1945	TRAINING/DEVELPMNT PGM - ASPIRING ADMINS
S2355	1946	# HOURS TO COMPLETE THIS QUESTIONNAIRE

Variable	EBCDIC Position	Label
S2360	1947	# MINUTES TO COMPLETE THIS QUESTIONNAIRE
SCHCNTL	22	SCHOOL CONTROL NUMBER
SCHLEVEL	1989	SCHOOL LEVEL
SCHWGT	68	FINAL SCHOOL WEIGHT
SECTOR	34	PUBLIC, PRIVATE, INDIAN FLAG
SOURCE	2040	SOURCE OF PUBLIC SCHOOL
STATABB	1951	STATE ABBREVIATION
STATE	36	FIPS STATE CODE
STCNTY	38	FIPS STATE COUNTY CODE
STRATM	2066	1994 SASS PUBLIC SCHOOL STRATUM CODE
SURVEY	1	SURVEY ID
TYPOLOGY	51	TYPOLOGY OF SCHOOL
URBANIC	1955	3-LEVEL LOCALE

Public and Private School **Principal** Surveys

Physical Name: ZEEWRM.SASS2A2B.YR9394.NCES.ADMIN.SAS
ZEEWRM.SASS2A2B.YR9394.NCES.ADMIN.DATA

Alphabetical List of Variables

Variable	EBCDIC Position	Label
A055	836	2 NO PRINCIPAL OR SCHOOL CLOSED
A060	837	5A DO YOU HAVE A BACHELORS DEGREE
A065	838	5B BACHELORS MAJOR FIELD OF STUDY
A070	840	5C YEAR OF BACHELORS DEGREE
A075	842	5D DO YOU HAVE SECOND MAJOR
A080	843	5E SECOND MAJOR FIELD
A085	845	5F DO YOU HAVE MINOR FIELD OF STUDY
A090	846	5G MINOR FIELD OF STUDY
A095	848	6A BACHELORS DEGREE - COLLEGE
A100	854	6B BACHELORS DEGREE - CITY, STATE
A105	856	6B LOCATED OUTSIDE U.S.
A110	857	7A SECOND BACHELORS DEGREE
A115	858	7B SECOND BACHELORS MAJOR
A120	860	7C YEAR OF SECOND BACHELORS
A125	862	8A MASTERS DEGREE
A130	863	8B MASTERS MAJOR
A135	865	8C YEAR OF MASTERS DEGREE
A140	867	9A SECOND MASTERS
A145	868	9B SECOND MASTERS MAJOR
A150	870	9C YEAR OF SECOND MASTERS
A155	872	10A OTHER DEGREE
A160	873	10B ASSOCIATE DEGREE
A165	874	10C ASSOCIATE MAJOR
A170	876	10D YEAR OF ASSOCIATE DEGREE
A175	878	10B EDUCATION SPECIALIST
A180	879	10C EDUCATION SPECIALIST MAJOR
A185	881	10D YEAR OF EDUCATION SPECIALIST
A190	883	10B DOCTORATE
A195	884	10C DOCTORATE MAJOR
A200	886	10D YEAR OF DOCTORATE
A205	888	11A PRIOR TEACHING EXPERIENCE
A210	890	11B SUBSEQUENT TEACHING EXPERIENCE
A215	892	12 MAIN TEACHING ASSIGNMENT
A220	894	13 CURRENTLY TEACHING
A225	895	14A OTHER POS BEFORE PRINCIPAL
A230	896	14B-1 DEPARTMENT HEAD
A235	897	14B-1 YEARS AS DEPARTMENT HEAD
A240	899	14B-2 CURRICULUM SPEC OR COORDINATOR
A245	900	14B-2 YEARS AS CURRICULUM SPEC OR COORDI

Variable	EBCDIC Position	Label
A250	902	14B-3 ASST PRINCPL OR PROG DIR
A255	903	14B-3 YEARS AS ASST PRINCPL OR PROG DIR
A260	905	14B-4 GUIDANCE COUNSELOR
A265	906	14B-4 YEARS AS A GUIDANCE COUSELOR
A270	908	14B-5 LIBRARIAN
A275	909	14B-5 YRS AS LIBRARIAN
A280	911	14B-6 ATHLETIC COACH
A285	912	14B-6 YRS AS ATHLETIC COACH
A290	914	14B-7 CLUB SPONSOR
A295	915	14B-7 YEARS A CLUB SPONSOR
A300	917	14B-8 OTHER POSITIONS
A305	918	14B-8 YEARS AS OTHER POSITIONS
A310	920	15A PARTCPTD IN ASPRNG PRINCIPAL PROG
A315	921	15B TOOK INDIAN ED ADMIN TRNING
A320	922	16 PRINCIPAL/HEAD IN '91
A325	923	17 YEARS PRINCIPAL THIS SCHOOL
A330	925	17B YEARS AS PRINCIPAL OTHER SCHOOLS
A335	927	18A PRINCIPAL IN OTHER SCHOOLS
A340	928	18B UNGRADED
A345	929	18B PREKINDERGARTEN
A350	930	18B KINDERGARTEN
A355	931	18B 1ST GRADE
A360	932	18B 2ND GRADE
A365	933	18B 3RD GRADE
A370	934	18B 4TH GRADE
A375	935	18B 5TH GRADE
A380	936	18B 6TH GRADE
A385	937	18B 7TH GRADE
A390	938	18B 8TH GRADE
A395	939	18B 9TH GRADE
A400	940	18B 10TH GRADE
A405	941	18B 11TH GRADE
A410	942	18B 12TH GRADE
A420	943	19A NUMBER OF BREAKS IN SERVICE
A425	945	19B BREAKS DUE TO RIF/LAYOFF
A430	946	19B NUMBER OF BREAKS DUE TO RIF/LAYOFF
A435	947	19C LENGTH OF MOST RECENT BREAK
A440	949	19D CONSECUTIVE YEARS AS PRINCIPAL SINCE
A445	951	20 EVALUATION AND SUPERVISION
A450	952	20 MANAGEMENT TECHNIQUES
A455	953	20 ADMIN INTERNSHIP
A460	954	20 NONE OF THE ABOVE
A465	955	21A YEAR TO RETIRE AS PRINCIPAL 19-
A470	957	21A YEAR TO RETIRE AS PRINCIPAL 20-
A475	959	21A ALREADY ELIGIBLE

Variable	EBCDIC Position	Label
A480	960	21B PLANS TO REMAIN A PRINCIPAL
A485	961	21C YEAR PLAN TO RETIRE 19-
A490	963	21C YEAR PLAN TO RETIRE 20-
A495	965	22A ANNUAL SALARY
A500	971	22B MONTHS EMPLOYED
A505	973	23 BENEFITS - GEN MEDICAL INS
A510	974	23 BENEFITS - DENTAL INS
A515	975	23 BENEFITS - GROUP LIFE INS
A520	976	23 BENEFITS - PENSION CONTRIB
A525	977	23 BENEFITS - HOUSING
A530	978	23 BENEFITS - MEALS
A535	979	23 BENEFITS - TRANSPOR EXP
A540	980	23 BENEFITS - TUITION/FEES
A545	981	23 BENEFITS - TUTION FOR CHILDREN
A550	982	23 BENEFITS - CHILDCARE
A555	983	23 NONE OF THESE BENEFITS
A560	984	24 STUDENT TARDINESS
A565	985	24 PROBLEM - STUDENT ABSENTEEISM
A570	986	24C PROBLEM - TEACHER ABSENTEEISM
A575	987	24D PROBLEM - STUDENTS CUTTING CLASS
A580	988	24E PROBLEM - PHYS CONFLICTS AMONG STDTS
A585	989	24F PROBLEM - ROBBERY OR THEFT
A590	990	24G PROBLEM - VANDALISM
A595	991	24H PROBLEM - STUDENT PREGNANCY
A600	992	24I PROBLEM - STUDENT USE OF ALCOHOL
A605	993	24J PROBLEM - STUDENT DRUG ABUSE
A610	994	24K PROBLEM - STUDENT WEAPONS
A615	995	24L PROBLEM - VERBAL ABUSE OF TEACHERS
A620	996	24M PROBLEM - STDNT DISRESPECT FOR TCHR
A625	997	24N PROBLEM - STUDENTS DROPPING OUT
A630	998	24O PROBLEM - STUDENT APATHY
A635	999	24P PROBLEM - LACK ACADEMIC CHALLENGE
A640	1000	24Q PROBLEM - LACK PARENTAL INVOLVMNT
A645	1001	24R PROBLEM - PARENTAL ALCOHOLISM
A650	1002	24S PROBLEM - POVERTY
A655	1003	24T PROBLEM - RACIAL TENSION
A660	1004	24U PROBLEM - STDNTS UNPREPARED TO LEARN
A665	1005	24V PROBLEM - POOR NUTRITION
A670	1006	24W PROBLEM - POOR HEALTH
A675	1007	24X PROBLEM - ENGLISH LANGUAGE
A680	1008	25A-1 INFLU CURRCLM - STATE DEPT ED
A685	1009	25A-2 INFLU CURRCLM - SCHOOL DISTRICT
A690	1010	25A-3 INFLU CURRCLM - SCHOOL BOARD
A695	1011	25A-4 INFLU CURRCLM - PRINCIPAL
A700	1012	25A-5 INFLU CURRCLM - TEACHERS
A705	1013	25A-6 INFLU CURRCLM - CURRICULUM SPEC

Variable	EBCDIC Position	Label
A710	1014	25A-7 INFLU CURRCLM - LIBRARY
A715	1015	25A-8 INFLU CURRCLM - PARENT ASSN
A720	1016	25B-1 INFLU HIRNG - ST DEPT ED
A725	1017	25B-2 INFLU HIRNG - SCHOOL DISTRICT
A730	1018	25B-3 INFLU HIRNG - SCHOOL BOARD
A735	1019	25B-4 INFLU HIRNG - PRINCIPAL
A740	1020	25B-5 INFLU HIRNG - TEACHERS
A745	1021	25B-6 INFLU HIRNG - PARENT ASSN
A750	1022	25C-1 INFLU DISC POLCY - ST DEPT ED
A755	1023	25C-2 INFLU DISC POLCY - SCHOOL DISTRICT
A760	1024	25C-3 INFLU DISC POLCY - SCHOOL BOARD
A765	1025	25C-4 INFLU DISC POLCY - PRINCIPAL
A770	1026	25C-5 INFLU DISC POLCY - TEACHERS
A775	1027	25C-6 INFLU DISC POLCY - PARENT ASSN
A780	1028	25D-1 INFLU BUDGET - STATE DEPT ED
A785	1029	25D-2 INFLU BUDGET - SCHOOL DISTRICT
A790	1030	25D-3 INFLU BUDGET - SCHOOL BOARD
A795	1031	25D-4 INFLU BUDGET - PRINCIPAL
A800	1032	25D-5 INFLU BUDGET - TEACHERS
A805	1033	25D-6 INFLU BUDGET - LIBRARIANS
A810	1034	25D-7 INFLU BUDGET - PARENT ASSN
A815	1035	25E-1 INFLU IN-SERV - ST DEPT ED
A820	1036	25E-2 INFLU IN-SERV - SCHOOL DISTRICT
A825	1037	25E-3 INFLU IN-SERV - SCHOOL BOARD
A830	1038	25E-4 INFLU IN-SERV - PRINCIPAL
A835	1039	25E-5 INFLU IN-SERV - TEACHERS
A840	1040	25D-6 INFLU IN-SERV - PARENT ASSN
A845	1041	25F-1 INFLU EVAL TCHRS - ST DEPT ED
A850	1042	25F-2 INFLU EVAL TCHRS - SCHOOL DISTRICT
A855	1043	25F-3 INFLU EVAL TCHRS - SCHOOL BOARD
A860	1044	25F-4 INFLU EVAL TCHRS - PRINCIPAL
A865	1045	25F-5 INFLU EVAL TCHRS - TEACHERS
A870	1046	25F-6 INFLU EVAL TCHRS - PARENT ASSN
A875	1047	26 MOST IMPORTANT ED GOAL
A880	1048	26 SECOND MOST IMPORTANT GOAL
A885	1049	26 THIRD MOST IMPORTANT GOAL
A890	1050	27 MALE/FEMALE
A895	1051	28A RACE
A900	1052	28B TRIBAL MEMBERSHIP
A905	1053	29 HISPANIC
A910	1054	30 YEAR OF BIRTH
A915	1056	31 MINUTES TO COMPLETE
ADMWGT	52	FINAL ADMINISTRATOR WEIGHT
AFFIL	50	3 LEVEL TYPOLOGY
AGE	1069	AGE OF ADMINISTRATOR

Variable	**EBCDIC Position**	**Label**
APIN	1134	PERMANENT ID ASSIGNED BY QED
BIA	1075	BIA FLAG
CCDIDLEA	1097	LEAID IDENTIFIER
CCDNAME	1104	NAME OF LEA
CMSA	43	CMSA/PMSA/MSA CODE
CNTLNUM	2	CONTROL NUMBER
DCTYNM	1145	COUNTY NAME
DMOS4	1176	1994 SASS PUB. SCH. MEASURE OF SIZE
ENRK12UG	1077	TOTAL UG, K-12 SCHOOL ENROLLMENT
FSMPF1	1187	1991 SASS SAMPLE FLAG
F_A055	1193	IMPUTATION FLAG FOR A055
F_A060	1194	IMPUTATION FLAG FOR A060
F_A065	1195	IMPUTATION FLAG FOR A065
F_A070	1196	IMPUTATION FLAG FOR A070
F_A075	1197	IMPUTATION FLAG FOR A075
F_A080	1198	IMPUTATION FLAG FOR A080
F_A085	1199	IMPUTATION FLAG FOR A085
F_A090	1200	IMPUTATION FLAG FOR A090
F_A095	1201	IMPUTATION FLAG FOR A095
F_A100	1202	IMPUTATION FLAG FOR A100
F_A105	1203	IMPUTATION FLAG FOR A105
F_A110	1204	IMPUTATION FLAG FOR A110
F_A115	1205	IMPUTATION FLAG FOR A115
F_A120	1206	IMPUTATION FLAG FOR A120
F_A125	1207	IMPUTATION FLAG FOR A125
F_A130	1208	IMPUTATION FLAG FOR A130
F_A135	1209	IMPUTATION FLAG FOR A135
F_A140	1210	IMPUTATION FLAG FOR A140
F_A145	1211	IMPUTATION FLAG FOR A145
F_A150	1212	IMPUTATION FLAG FOR A150
F_A155	1213	IMPUTATION FLAG FOR A155
F_A160	1214	IMPUTATION FLAG FOR A160
F_A165	1215	IMPUTATION FLAG FOR A165
F_A170	1216	IMPUTATION FLAG FOR A170
F_A175	1217	IMPUTATION FLAG FOR A175
F_A180	1218	IMPUTATION FLAG FOR A180
F_A185	1219	IMPUTATION FLAG FOR A185
F_A190	1220	IMPUTATION FLAG FOR A190
F_A195	1221	IMPUTATION FLAG FOR A195
F_A200	1222	IMPUTATION FLAG FOR A200
F_A205	1223	IMPUTATION FLAG FOR A205
F_A210	1224	IMPUTATION FLAG FOR A210
F_A215	1225	IMPUTATION FLAG FOR A215
F_A220	1226	IMPUTATION FLAG FOR A220
F_A225	1227	IMPUTATION FLAG FOR A225
F_A230	1228	IMPUTATION FLAG FOR A230

Variable	EBCDIC Position	Label
F_A235	1229	IMPUTATION FLAG FOR A235
F_A240	1230	IMPUTATION FLAG FOR A240
F_A245	1231	IMPUTATION FLAG FOR A245
F_A250	1232	IMPUTATION FLAG FOR A250
F_A255	1233	IMPUTATION FLAG FOR A255
F_A260	1234	IMPUTATION FLAG FOR A260
F_A265	1235	IMPUTATION FLAG FOR A265
F_A270	1236	IMPUTATION FLAG FOR A270
F_A275	1237	IMPUTATION FLAG FOR A275
F_A280	1238	IMPUTATION FLAG FOR A280
F_A285	1239	IMPUTATION FLAG FOR A285
F_A290	1240	IMPUTATION FLAG FOR A290
F_A295	1241	IMPUTATION FLAG FOR A295
F_A300	1242	IMPUTATION FLAG FOR A300
F_A305	1243	IMPUTATION FLAG FOR A305
F_A310	1244	IMPUTATION FLAG FOR A310
F_A315	1245	IMPUTATION FLAG FOR A315
F_A320	1246	IMPUTATION FLAG FOR A320
F_A325	1247	IMPUTATION FLAG FOR A325
F_A330	1248	IMPUTATION FLAG FOR A330
F_A335	1249	IMPUTATION FLAG FOR A335
F_A340	1250	IMPUTATION FLAG FOR A340
F_A345	1251	IMPUTATION FLAG FOR A345
F_A350	1252	IMPUTATION FLAG FOR A350
F_A355	1253	IMPUTATION FLAG FOR A355
F_A360	1254	IMPUTATION FLAG FOR A360
F_A365	1255	IMPUTATION FLAG FOR A365
F_A370	1256	IMPUTATION FLAG FOR A370
F_A375	1257	IMPUTATION FLAG FOR A375
F_A380	1258	IMPUTATION FLAG FOR A380
F_A385	1259	IMPUTATION FLAG FOR A385
F_A390	1260	IMPUTATION FLAG FOR A390
F_A395	1261	IMPUTATION FLAG FOR A395
F_A400	1262	IMPUTATION FLAG FOR A400
F_A405	1263	IMPUTATION FLAG FOR A405
F_A410	1264	IMPUTATION FLAG FOR A410
F_A420	1265	IMPUTATION FLAG FOR A420
F_A425	1266	IMPUTATION FLAG FOR A425
F_A430	1267	IMPUTATION FLAG FOR A430
F_A435	1268	IMPUTATION FLAG FOR A435
F_A440	1269	IMPUTATION FLAG FOR A440
F_A445	1270	IMPUTATION FLAG FOR A445
F_A450	1271	IMPUTATION FLAG FOR A450
F_A455	1272	IMPUTATION FLAG FOR A455
F_A460	1273	IMPUTATION FLAG FOR A460

Variable	EBCDIC Position	Label
F_A465	1274	IMPUTATION FLAG FOR A465
F_A470	1275	IMPUTATION FLAG FOR A470
F_A475	1276	IMPUTATION FLAG FOR A475
F_A480	1277	IMPUTATION FLAG FOR A480
F_A485	1278	IMPUTATION FLAG FOR A485
F_A490	1279	IMPUTATION FLAG FOR A490
F_A495	1280	IMPUTATION FLAG FOR A495
F_A500	1281	IMPUTATION FLAG FOR A500
F_A505	1282	IMPUTATION FLAG FOR A505
F_A510	1283	IMPUTATION FLAG FOR A510
F_A515	1284	IMPUTATION FLAG FOR A515
F_A520	1285	IMPUTATION FLAG FOR A520
F_A525	1286	IMPUTATION FLAG FOR A525
F_A530	1287	IMPUTATION FLAG FOR A530
F_A535	1288	IMPUTATION FLAG FOR A535
F_A540	1289	IMPUTATION FLAG FOR A540
F_A545	1290	IMPUTATION FLAG FOR A545
F_A550	1291	IMPUTATION FLAG FOR A550
F_A555	1292	IMPUTATION FLAG FOR A555
F_A560	1293	IMPUTATION FLAG FOR A560
F_A565	1294	IMPUTATION FLAG FOR A565
F_A570	1295	IMPUTATION FLAG FOR A570
F_A575	1296	IMPUTATION FLAG FOR A575
F_A580	1297	IMPUTATION FLAG FOR A580
F_A585	1298	IMPUTATION FLAG FOR A585
F_A590	1299	IMPUTATION FLAG FOR A590
F_A595	1300	IMPUTATION FLAG FOR A595
F_A600	1301	IMPUTATION FLAG FOR A600
F_A605	1302	IMPUTATION FLAG FOR A605
F_A610	1303	IMPUTATION FLAG FOR A610
F_A615	1304	IMPUTATION FLAG FOR A615
F_A620	1305	IMPUTATION FLAG FOR A620
F_A625	1306	IMPUTATION FLAG FOR A625
F_A630	1307	IMPUTATION FLAG FOR A630
F_A635	1308	IMPUTATION FLAG FOR A635
F_A640	1309	IMPUTATION FLAG FOR A640
F_A645	1310	IMPUTATION FLAG FOR A645
F_A650	1311	IMPUTATION FLAG FOR A650
F_A655	1312	IMPUTATION FLAG FOR A655
F_A660	1313	IMPUTATION FLAG FOR A660
F_A665	1314	IMPUTATION FLAG FOR A665
F_A670	1315	IMPUTATION FLAG FOR A670
F_A675	1316	IMPUTATION FLAG FOR A675
F_A680	1317	IMPUTATION FLAG FOR A680
F_A685	1318	IMPUTATION FLAG FOR A685
F_A690	1319	IMPUTATION FLAG FOR A690

Variable	EBCDIC Position	Label
F_A695	1320	IMPUTATION FLAG FOR A695
F_A700	1321	IMPUTATION FLAG FOR A700
F_A705	1322	IMPUTATION FLAG FOR A705
F_A710	1323	IMPUTATION FLAG FOR A710
F_A715	1324	IMPUTATION FLAG FOR A715
F_A720	1325	IMPUTATION FLAG FOR A720
F_A725	1326	IMPUTATION FLAG FOR A725
F_A730	1327	IMPUTATION FLAG FOR A730
F_A735	1328	IMPUTATION FLAG FOR A735
F_A740	1329	IMPUTATION FLAG FOR A740
F_A745	1330	IMPUTATION FLAG FOR A745
F_A750	1331	IMPUTATION FLAG FOR A750
F_A755	1332	IMPUTATION FLAG FOR A755
F_A760	1333	IMPUTATION FLAG FOR A760
F_A765	1334	IMPUTATION FLAG FOR A765
F_A770	1335	IMPUTATION FLAG FOR A770
F_A775	1336	IMPUTATION FLAG FOR A775
F_A780	1337	IMPUTATION FLAG FOR A780
F_A785	1338	IMPUTATION FLAG FOR A785
F_A790	1339	IMPUTATION FLAG FOR A790
F_A795	1340	IMPUTATION FLAG FOR A795
F_A800	1341	IMPUTATION FLAG FOR A800
F_A805	1342	IMPUTATION FLAG FOR A805
F_A810	1343	IMPUTATION FLAG FOR A810
F_A815	1344	IMPUTATION FLAG FOR A815
F_A820	1345	IMPUTATION FLAG FOR A820
F_A825	1346	IMPUTATION FLAG FOR A825
F_A830	1347	IMPUTATION FLAG FOR A830
F_A835	1348	IMPUTATION FLAG FOR A835
F_A840	1349	IMPUTATION FLAG FOR A840
F_A845	1350	IMPUTATION FLAG FOR A845
F_A850	1351	IMPUTATION FLAG FOR A850
F_A855	1352	IMPUTATION FLAG FOR A855
F_A860	1353	IMPUTATION FLAG FOR A860
F_A865	1354	IMPUTATION FLAG FOR A865
F_A870	1355	IMPUTATION FLAG FOR A870
F_A875	1356	IMPUTATION FLAG FOR A875
F_A880	1357	IMPUTATION FLAG FOR A880
F_A885	1358	IMPUTATION FLAG FOR A885
F_A890	1359	IMPUTATION FLAG FOR A890
F_A895	1360	IMPUTATION FLAG FOR A895
F_A900	1361	IMPUTATION FLAG FOR A900
F_A905	1362	IMPUTATION FLAG FOR A905
F_A910	1363	IMPUTATION FLAG FOR A910
F_A915	1364	IMPUTATION FLAG FOR A915

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Variable	EBCDIC Position	Label
HIDEG	1067	HIGHEST DEGREE EARNED
LEACNTL	14	LEA CONTROL NUMBER
LEASIZE	1094	LEA SIZE (NUMBER OF STUDENTS)
LOCALE	1095	LOCALE - CC, URBAN, RURAL
METRO	49	METRO STATUS RECODE
NMINENR	1090	NUMBER MINORITY STUDENTS
NMINTCH	1084	NUMBER MINORITY TEACHERS
ORDSEL	1183	1994 SASS ORDER OF SELECTION
PGMTYPE	1059	16A TYPE OF SCHOOL
PMINENR	1087	PERCENT MINORITY ENROLLMENT
PMINTCH	1081	PERCENT MINORITY TEACHERS
PRNEXPER	1073	TOTAL PRINCIPAL EXPERIENCE
PSOURCE	1186	SOURCE OF SCHOOL - PRIVATE
PSTRATM	1188	1994 PRIVATE SCHOOL STRATUM CODE
RACE_ETH	1068	RACE ETHNICITY
REGION	35	REGION
REPWGT1	68	REPLICATE WEIGHT 1
REPWGT10	212	REPLICATE WEIGHT 10
REPWGT11	228	REPLICATE WEIGHT 11
REPWGT12	244	REPLICATE WEIGHT 12
REPWGT13	260	REPLICATE WEIGHT 13
REPWGT14	276	REPLICATE WEIGHT 14
REPWGT15	292	REPLICATE WEIGHT 15
REPWGT16	308	REPLICATE WEIGHT 16
REPWGT17	324	REPLICATE WEIGHT 17
REPWGT18	340	REPLICATE WEIGHT 18
REPWGT19	356	REPLICATE WEIGHT 19
REPWGT2	84	REPLICATE WEIGHT 2
REPWGT20	372	REPLICATE WEIGHT 20
REPWGT21	388	REPLICATE WEIGHT 21
REPWGT22	404	REPLICATE WEIGHT 22
REPWGT23	420	REPLICATE WEIGHT 23
REPWGT24	436	REPLICATE WEIGHT 24
REPWGT25	452	REPLICATE WEIGHT 25
REPWGT26	468	REPLICATE WEIGHT 26
REPWGT27	484	REPLICATE WEIGHT 27
REPWGT28	500	REPLICATE WEIGHT 28
REPWGT29	516	REPLICATE WEIGHT 29
REPWGT3	100	REPLICATE WEIGHT 3
REPWGT30	532	REPLICATE WEIGHT 30
REPWGT31	548	REPLICATE WEIGHT 31
REPWGT32	564	REPLICATE WEIGHT 32
REPWGT33	580	REPLICATE WEIGHT 33
REPWGT34	596	REPLICATE WEIGHT 34
REPWGT35	612	REPLICATE WEIGHT 35
REPWGT36	628	REPLICATE WEIGHT 36

Variable	EBCDIC Position	Label
REPWGT37	644	REPLICATE WEIGHT 37
REPWGT38	660	REPLICATE WEIGHT 38
REPWGT39	676	REPLICATE WEIGHT 39
REPWGT4	116	REPLICATE WEIGHT 4
REPWGT40	692	REPLICATE WEIGHT 40
REPWGT41	708	REPLICATE WEIGHT 41
REPWGT42	724	REPLICATE WEIGHT 42
REPWGT43	740	REPLICATE WEIGHT 43
REPWGT44	756	REPLICATE WEIGHT 44
REPWGT45	772	REPLICATE WEIGHT 45
REPWGT46	788	REPLICATE WEIGHT 46
REPWGT47	804	REPLICATE WEIGHT 47
REPWGT48	820	REPLICATE WEIGHT 48
REPWGT5	132	REPLICATE WEIGHT 5
REPWGT6	148	REPLICATE WEIGHT 6
REPWGT7	164	REPLICATE WEIGHT 7
REPWGT8	180	REPLICATE WEIGHT 8
REPWGT9	196	REPLICATE WEIGHT 9
RO	1142	REGIONAL OFFICE
SCHCNTL	22	SCHOOL CONTROL NUMBER
SCHLEVEL	1076	SCHOOL LEVEL
SECTOR	34	PUBLIC, PRIVATE, INDIAN FLAG
SOURCE	1144	SOURCE OF SCHOOL - PUBLIC
STATABB	1065	USPS STATE ABBREVIATION
STATE	36	FIPS STATE CODE
STCNTY	38	FIPS STATE COUNTY CODE
STRATM	1170	1994 SASS PUBLIC SCHOOL STRATUM CODE
SURVEY	1	SURVEY ID
TCHEXPER	1071	TOTAL TEACHING EXPERIENCE
TUITIN	1060	19C HIGHEST ANNUAL TUITION - FULL-TIME S
TYPOLOGY	51	TYPOLOGY OF THIS SCHOOL
URBANIC	1096	3-LEVEL LOCALE

Public and Private School **Teacher** Surveys

Physical Name: ZEEWRM.SASS4A4B.YR9394.NCES.TEACHER.SAS
ZEEWRM.SASS4A4B.YR9394.NCES.TEACHER.DATA

Alphabetical List of Variables

Variable	EBCDIC Position	Label
AFFIL	40	3 LEVEL TYPOLOGY
AGE	1310	AGE OF TEACHER
CNTLNUM	2	CONTROL NUMBER
ENRK12UG	1315	TOTAL UG, K-12 SCHOOL ENROLLMENT
FTPUB	852	YEARS TEACHING - FULL TIME PUBLIC
FTPVT	848	YEARS TEACHING - FULL TIME PRIVATE
F_FTPUB	1378	IMPUTATION FLAG FOR FTPUB
F_FTPVT	1376	IMPUTATION FLAG FOR FTPVT
F_PTPUB	1379	IMPUTATION FLAG FOR PTPUB
F_PTPVT	1377	IMPUTATION FLAG FOR PTPVT
F_T0015	1361	IMPUTATION FLAG FOR T0015
F_T0020	1362	IMPUTATION FLAG FOR T0020
F_T0025	1363	IMPUTATION FLAG FOR T0025
F_T0030	1364	IMPUTATION FLAG FOR T0030
F_T0035	1365	IMPUTATION FLAG FOR T0035
F_T0040	1366	IMPUTATION FLAG FOR T0040
F_T0045	1367	IMPUTATION FLAG FOR T0045
F_T0050	1368	IMPUTATION FLAG FOR T0050
F_T0055	1369	IMPUTATION FLAG FOR T0055
F_T0060	1370	IMPUTATION FLAG FOR T0060
F_T0065	1371	IMPUTATION FLAG FOR T0065
F_T0070	1372	IMPUTATION FLAG FOR T0070
F_T0075	1373	IMPUTATION FLAG FOR T0075
F_T0080	1374	IMPUTATION FLAG FOR T0080
F_T0090	1375	IMPUTATION FLAG FOR T0090
F_T0120	1380	IMPUTATION FLAG FOR T0120
F_T0125	1381	IMPUTATION FLAG FOR T0125
F_T0130	1382	IMPUTATION FLAG FOR T0130
F_T0135	1383	IMPUTATION FLAG FOR T0135
F_T0140	1384	IMPUTATION FLAG FOR T0140
F_T0145	1385	IMPUTATION FLAG FOR T0145
F_T0150	1386	IMPUTATION FLAG FOR T0150
F_T0155	1387	IMPUTATION FLAG FOR T0155
F_T0160	1388	IMPUTATION FLAG FOR T0160
F_T0165	1389	IMPUTATION FLAG FOR T0165
F_T0170	1390	IMPUTATION FLAG FOR T0170
F_T0175	1391	IMPUTATION FLAG FOR T0175
F_T0180	1392	IMPUTATION FLAG FOR T0180
F_T0185	1393	IMPUTATION FLAG FOR T0185

Variable	**EBCDIC Position**	**Label**
F_T0190	1394	IMPUTATION FLAG FOR T0190
F_T0195	1395	IMPUTATION FLAG FOR T0195
F_T0200	1396	IMPUTATION FLAG FOR T0200
F_T0205	1397	IMPUTATION FLAG FOR T0205
F_T0210	1398	IMPUTATION FLAG FOR T0210
F_T0215	1399	IMPUTATION FLAG FOR T0215
F_T0220	1400	IMPUTATION FLAG FOR T0220
F_T0225	1401	IMPUTATION FLAG FOR T0225
F_T0230	1402	IMPUTATION FLAG FOR T0230
F_T0235	1403	IMPUTATION FLAG FOR T0235
F_T0240	1404	IMPUTATION FLAG FOR T0240
F_T0245	1405	IMPUTATION FLAG FOR T0245
F_T0250	1406	IMPUTATION FLAG FOR T0250
F_T0255	1407	IMPUTATION FLAG FOR T0255
F_T0260	1408	IMPUTATION FLAG FOR T0260
F_T0265	1409	IMPUTATION FLAG FOR T0265
F_T0270	1410	IMPUTATION FLAG FOR T0270
F_T0275	1411	IMPUTATION FLAG FOR T0275
F_T0280	1412	IMPUTATION FLAG FOR T0280
F_T0285	1413	IMPUTATION FLAG FOR T0285
F_T0290	1414	IMPUTATION FLAG FOR T0290
F_T0295	1415	IMPUTATION FLAG FOR T0295
F_T0300	1416	IMPUTATION FLAG FOR T0300
F_T0305	1417	IMPUTATION FLAG FOR T0305
F_T0310	1418	IMPUTATION FLAG FOR T0310
F_T0315	1419	IMPUTATION FLAG FOR T0315
F_T0320	1420	IMPUTATION FLAG FOR T0320
F_T0325	1421	IMPUTATION FLAG FOR T0325
F_T0330	1422	IMPUTATION FLAG FOR T0330
F_T0335	1423	IMPUTATION FLAG FOR T0335
F_T0340	1424	IMPUTATION FLAG FOR T0340
F_T0345	1425	IMPUTATION FLAG FOR T0345
F_T0350	1426	IMPUTATION FLAG FOR T0350
F_T0355	1427	IMPUTATION FLAG FOR T0355
F_T0360	1428	IMPUTATION FLAG FOR T0360
F_T0365	1429	IMPUTATION FLAG FOR T0365
F_T0370	1430	IMPUTATION FLAG FOR T0370
F_T0375	1431	IMPUTATION FLAG FOR T0375
F_T0380	1432	IMPUTATION FLAG FOR T0380
F_T0385	1433	IMPUTATION FLAG FOR T0385
F_T0390	1434	IMPUTATION FLAG FOR T0390
F_T0395	1435	IMPUTATION FLAG FOR T0395
F_T0400	1436	IMPUTATION FLAG FOR T0400
F_T0405	1437	IMPUTATION FLAG FOR T0405
F_T0410	1438	IMPUTATION FLAG FOR T0410

Variable	EBCDIC Position	Label
F_T0415	1439	IMPUTATION FLAG FOR T0415
F_T0420	1440	IMPUTATION FLAG FOR T0420
F_T0425	1441	IMPUTATION FLAG FOR T0425
F_T0430	1442	IMPUTATION FLAG FOR T0430
F_T0435	1443	IMPUTATION FLAG FOR T0435
F_T0440	1444	IMPUTATION FLAG FOR T0440
F_T0445	1445	IMPUTATION FLAG FOR T0445
F_T0450	1446	IMPUTATION FLAG FOR T0450
F_T0455	1447	IMPUTATION FLAG FOR T0455
F_T0460	1448	IMPUTATION FLAG FOR T0460
F_T0465	1449	IMPUTATION FLAG FOR T0465
F_T0470	1450	IMPUTATION FLAG FOR T0470
F_T0475	1451	IMPUTATION FLAG FOR T0475
F_T0480	1452	IMPUTATION FLAG FOR T0480
F_T0485	1453	IMPUTATION FLAG FOR T0485
F_T0490	1454	IMPUTATION FLAG FOR T0490
F_T0495	1455	IMPUTATION FLAG FOR T0495
F_T0500	1456	IMPUTATION FLAG FOR T0500
F_T0505	1457	IMPUTATION FLAG FOR T0505
F_T0510	1458	IMPUTATION FLAG FOR T0510
F_T0515	1459	IMPUTATION FLAG FOR T0515
F_T0520	1460	IMPUTATION FLAG FOR T0520
F_T0525	1461	IMPUTATION FLAG FOR T0525
F_T0530	1462	IMPUTATION FLAG FOR T0530
F_T0535	1463	IMPUTATION FLAG FOR T0535
F_T0540	1464	IMPUTATION FLAG FOR T0540
F_T0545	1465	IMPUTATION FLAG FOR T0545
F_T0550	1466	IMPUTATION FLAG FOR T0550
F_T0555	1467	IMPUTATION FLAG FOR T0555
F_T0560	1468	IMPUTATION FLAG FOR T0560
F_T0565	1469	IMPUTATION FLAG FOR T0565
F_T0570	1470	IMPUTATION FLAG FOR T0570
F_T0575	1471	IMPUTATION FLAG FOR T0575
F_T0580	1472	IMPUTATION FLAG FOR T0580
F_T0585	1473	IMPUTATION FLAG FOR T0585
F_T0590	1474	IMPUTATION FLAG FOR T0590
F_T0595	1475	IMPUTATION FLAG FOR T0595
F_T0600	1476	IMPUTATION FLAG FOR T0600
F_T0605	1477	IMPUTATION FLAG FOR T0605
F_T0610	1478	IMPUTATION FLAG FOR T0610
F_T0615	1479	IMPUTATION FLAG FOR T0615
F_T0620	1480	IMPUTATION FLAG FOR T0620
F_T0625	1481	IMPUTATION FLAG FOR T0625
F_T0630	1482	IMPUTATION FLAG FOR T0630
F_T0635	1483	IMPUTATION FLAG FOR T0635
F_T0640	1484	IMPUTATION FLAG FOR T0640

Variable	EBCDIC Position	Label
F_T0645	1485	IMPUTATION FLAG FOR T0645
F_T0650	1486	IMPUTATION FLAG FOR T0650
F_T0655	1487	IMPUTATION FLAG FOR T0655
F_T0660	1488	IMPUTATION FLAG FOR T0660
F_T0665	1489	IMPUTATION FLAG FOR T0665
F_T0670	1490	IMPUTATION FLAG FOR T0670
F_T0675	1491	IMPUTATION FLAG FOR T0675
F_T0680	1492	IMPUTATION FLAG FOR T0680
F_T0685	1493	IMPUTATION FLAG FOR T0685
F_T0690	1494	IMPUTATION FLAG FOR T0690
F_T0695	1495	IMPUTATION FLAG FOR T0695
F_T0700	1496	IMPUTATION FLAG FOR T0700
F_T0705	1497	IMPUTATION FLAG FOR T0705
F_T0710	1498	IMPUTATION FLAG FOR T0710
F_T0715	1499	IMPUTATION FLAG FOR T0715
F_T0720	1500	IMPUTATION FLAG FOR T0720
F_T0725	1501	IMPUTATION FLAG FOR T0725
F_T0730	1502	IMPUTATION FLAG FOR T0730
F_T0735	1503	IMPUTATION FLAG FOR T0735
F_T0740	1504	IMPUTATION FLAG FOR T0740
F_T0745	1505	IMPUTATION FLAG FOR T0745
F_T0750	1506	IMPUTATION FLAG FOR T0750
F_T0755	1507	IMPUTATION FLAG FOR T0755
F_T0760	1508	IMPUTATION FLAG FOR T0760
F_T0765	1509	IMPUTATION FLAG FOR T0765
F_T0770	1510	IMPUTATION FLAG FOR T0770
F_T0775	1511	IMPUTATION FLAG FOR T0775
F_T0780	1512	IMPUTATION FLAG FOR T0780
F_T0785	1513	IMPUTATION FLAG FOR T0785
F_T0790	1514	IMPUTATION FLAG FOR T0790
F_T0795	1515	IMPUTATION FLAG FOR T0795
F_T0800	1516	IMPUTATION FLAG FOR T0800
F_T0805	1517	IMPUTATION FLAG FOR T0805
F_T0810	1518	IMPUTATION FLAG FOR T0810
F_T0815	1519	IMPUTATION FLAG FOR T0815
F_T0820	1520	IMPUTATION FLAG FOR T0820
F_T0825	1521	IMPUTATION FLAG FOR T0825
F_T0830	1522	IMPUTATION FLAG FOR T0830
F_T0835	1523	IMPUTATION FLAG FOR T0835
F_T0840	1524	IMPUTATION FLAG FOR T0840
F_T0845	1525	IMPUTATION FLAG FOR T0845
F_T0850	1526	IMPUTATION FLAG FOR T0850
F_T0855	1527	IMPUTATION FLAG FOR T0855
F_T0860	1528	IMPUTATION FLAG FOR T0860
F_T0865	1529	IMPUTATION FLAG FOR T0865

Variable	EBCDIC Position	Label
F_T0870	1530	IMPUTATION FLAG FOR T0870
F_T0875	1531	IMPUTATION FLAG FOR T0875
F_T0880	1532	IMPUTATION FLAG FOR T0880
F_T0885	1533	IMPUTATION FLAG FOR T0885
F_T0890	1534	IMPUTATION FLAG FOR T0890
F_T0895	1535	IMPUTATION FLAG FOR T0895
F_T0900	1536	IMPUTATION FLAG FOR T0900
F_T0905	1537	IMPUTATION FLAG FOR T0905
F_T0910	1538	IMPUTATION FLAG FOR T0910
F_T0915	1539	IMPUTATION FLAG FOR T0915
F_T0920	1540	IMPUTATION FLAG FOR T0920
F_T0925	1541	IMPUTATION FLAG FOR T0925
F_T0930	1542	IMPUTATION FLAG FOR T0930
F_T0935	1543	IMPUTATION FLAG FOR T0935
F_T0940	1544	IMPUTATION FLAG FOR T0940
F_T0945	1545	IMPUTATION FLAG FOR T0945
F_T0950	1546	IMPUTATION FLAG FOR T0950
F_T0955	1547	IMPUTATION FLAG FOR T0955
F_T0960	1548	IMPUTATION FLAG FOR T0960
F_T0965	1549	IMPUTATION FLAG FOR T0965
F_T0970	1550	IMPUTATION FLAG FOR T0970
F_T0975	1551	IMPUTATION FLAG FOR T0975
F_T0980	1552	IMPUTATION FLAG FOR T0980
F_T0985	1553	IMPUTATION FLAG FOR T0985
F_T0990	1554	IMPUTATION FLAG FOR T0990
F_T0995	1555	IMPUTATION FLAG FOR T0995
F_T1000	1556	IMPUTATION FLAG FOR T1000
F_T1005	1557	IMPUTATION FLAG FOR T1005
F_T1010	1558	IMPUTATION FLAG FOR T1010
F_T1015	1559	IMPUTATION FLAG FOR T1015
F_T1020	1560	IMPUTATION FLAG FOR T1020
F_T1025	1561	IMPUTATION FLAG FOR T1025
F_T1030	1562	IMPUTATION FLAG FOR T1030
F_T1035	1563	IMPUTATION FLAG FOR T1035
F_T1040	1564	IMPUTATION FLAG FOR T1040
F_T1045	1565	IMPUTATION FLAG FOR T1045
F_T1050	1566	IMPUTATION FLAG FOR T1050
F_T1055	1567	IMPUTATION FLAG FOR T1055
F_T1060	1568	IMPUTATION FLAG FOR T1060
F_T1065	1569	IMPUTATION FLAG FOR T1065
F_T1070	1570	IMPUTATION FLAG FOR T1070
F_T1075	1571	IMPUTATION FLAG FOR T1075
F_T1080	1572	IMPUTATION FLAG FOR T1080
F_T1085	1573	IMPUTATION FLAG FOR T1085
F_T1090	1574	IMPUTATION FLAG FOR T1090
F_T1095	1575	IMPUTATION FLAG FOR T1095

Variable	**EBCDIC Position**	**Label**
F_T1100	1576	IMPUTATION FLAG FOR T1100
F_T1105	1577	IMPUTATION FLAG FOR T1105
F_T1110	1578	IMPUTATION FLAG FOR T1110
F_T1115	1579	IMPUTATION FLAG FOR T1115
F_T1120	1580	IMPUTATION FLAG FOR T1120
F_T1125	1581	IMPUTATION FLAG FOR T1125
F_T1130	1582	IMPUTATION FLAG FOR T1130
F_T1135	1583	IMPUTATION FLAG FOR T1135
F_T1140	1584	IMPUTATION FLAG FOR T1140
F_T1145	1585	IMPUTATION FLAG FOR T1145
F_T1150	1586	IMPUTATION FLAG FOR T1150
F_T1155	1587	IMPUTATION FLAG FOR T1155
F_T1160	1588	IMPUTATION FLAG FOR T1160
F_T1165	1589	IMPUTATION FLAG FOR T1165
F_T1170	1590	IMPUTATION FLAG FOR T1170
F_T1175	1591	IMPUTATION FLAG FOR T1175
F_T1180	1592	IMPUTATION FLAG FOR T1180
F_T1185	1593	IMPUTATION FLAG FOR T1185
F_T1190	1594	IMPUTATION FLAG FOR T1190
F_T1195	1595	IMPUTATION FLAG FOR T1195
F_T1200	1596	IMPUTATION FLAG FOR T1200
F_T1205	1597	IMPUTATION FLAG FOR T1205
F_T1210	1598	IMPUTATION FLAG FOR T1210
F_T1215	1599	IMPUTATION FLAG FOR T1215
F_T1220	1600	IMPUTATION FLAG FOR T1220
F_T1225	1601	IMPUTATION FLAG FOR T1225
F_T1230	1602	IMPUTATION FLAG FOR T1230
F_T1235	1603	IMPUTATION FLAG FOR T1235
F_T1240	1604	IMPUTATION FLAG FOR T1240
F_T1245	1605	IMPUTATION FLAG FOR T1245
F_T1250	1606	IMPUTATION FLAG FOR T1250
F_T1255	1607	IMPUTATION FLAG FOR T1255
F_T1260	1608	IMPUTATION FLAG FOR T1260
F_T1265	1609	IMPUTATION FLAG FOR T1265
F_T1270	1610	IMPUTATION FLAG FOR T1270
F_T1275	1611	IMPUTATION FLAG FOR T1275
F_T1280	1612	IMPUTATION FLAG FOR T1280
F_T1285	1613	IMPUTATION FLAG FOR T1285
F_T1290	1614	IMPUTATION FLAG FOR T1290
F_T1295	1615	IMPUTATION FLAG FOR T1295
F_T1300	1616	IMPUTATION FLAG FOR T1300
F_T1305	1617	IMPUTATION FLAG FOR T1305
F_T1310	1618	IMPUTATION FLAG FOR T1310
F_T1315	1619	IMPUTATION FLAG FOR T1315
F_T1320	1620	IMPUTATION FLAG FOR T1320

Variable	EBCDIC Position	Label
F_T1325	1621	IMPUTATION FLAG FOR T1325
F_T1330	1622	IMPUTATION FLAG FOR T1330
F_T1335	1623	IMPUTATION FLAG FOR T1335
F_T1340	1624	IMPUTATION FLAG FOR T1340
F_T1345	1625	IMPUTATION FLAG FOR T1345
F_T1350	1626	IMPUTATION FLAG FOR T1350
F_T1355	1627	IMPUTATION FLAG FOR T1355
F_T1360	1628	IMPUTATION FLAG FOR T1360
F_T1365	1629	IMPUTATION FLAG FOR T1365
F_T1370	1630	IMPUTATION FLAG FOR T1370
F_T1375	1631	IMPUTATION FLAG FOR T1375
F_T1380	1632	IMPUTATION FLAG FOR T1380
F_T1385	1633	IMPUTATION FLAG FOR T1385
F_T1390	1634	IMPUTATION FLAG FOR T1390
F_T1395	1635	IMPUTATION FLAG FOR T1395
F_T1400	1636	IMPUTATION FLAG FOR T1400
F_T1405	1637	IMPUTATION FLAG FOR T1405
F_T1410	1638	IMPUTATION FLAG FOR T1410
F_T1415	1639	IMPUTATION FLAG FOR T1415
F_T1420	1640	IMPUTATION FLAG FOR T1420
F_T1425	1641	IMPUTATION FLAG FOR T1425
F_T1430	1642	IMPUTATION FLAG FOR T1430
F_T1435	1643	IMPUTATION FLAG FOR T1435
F_T1440	1644	IMPUTATION FLAG FOR T1440
F_T1445	1645	IMPUTATION FLAG FOR T1445
F_T1450	1646	IMPUTATION FLAG FOR T1450
F_T1455	1647	IMPUTATION FLAG FOR T1455
F_T1460	1648	IMPUTATION FLAG FOR T1460
F_T1465	1649	IMPUTATION FLAG FOR T1465
F_T1470	1650	IMPUTATION FLAG FOR T1470
F_T1475	1651	IMPUTATION FLAG FOR T1475
F_T1480	1652	IMPUTATION FLAG FOR T1480
F_T1485	1653	IMPUTATION FLAG FOR T1485
F_T1490	1654	IMPUTATION FLAG FOR T1490
F_T1495	1655	IMPUTATION FLAG FOR T1495
F_T1500	1656	IMPUTATION FLAG FOR T1500
F_T1505	1657	IMPUTATION FLAG FOR T1505
F_T1510	1658	IMPUTATION FLAG FOR T1510
F_T1515	1659	IMPUTATION FLAG FOR T1515
F_T1520	1660	IMPUTATION FLAG FOR T1520
F_T1525	1661	IMPUTATION FLAG FOR T1525
F_T1530	1662	IMPUTATION FLAG FOR T1530
F_T1535	1663	IMPUTATION FLAG FOR T1535
F_T1540	1664	IMPUTATION FLAG FOR T1540
F_T1545	1665	IMPUTATION FLAG FOR T1545
F_T1550	1666	IMPUTATION FLAG FOR T1550

Variable	EBCDIC Position	Label
F_T1560	1667	IMPUTATION FLAG FOR T1560
F_T1565	1668	IMPUTATION FLAG FOR T1565
F_T1570	1669	IMPUTATION FLAG FOR T1570
F_T1575	1670	IMPUTATION FLAG FOR T1575
F_T1580	1671	IMPUTATION FLAG FOR T1580
F_T1585	1672	IMPUTATION FLAG FOR T1585
F_T1590	1673	IMPUTATION FLAG FOR T1590
F_T1610	1674	IMPUTATION FLAG FOR T1610
HIDEG	1308	HIGHEST DEGREE EARNED
LEACNTL	16	LEA CONTROL NUMBER
LEASIZE	1332	LEA SIZE (NUMBER OF STUDENTS)
LEVEL	1305	TEACHER LEVEL
LOCALE	1333	LOCALE - CC, URBAN, RURAL
NMINENR	1328	NUMBER MINORITY STUDENTS
NMINTCH	1322	NUMBER MINORITY TEACHERS
PGMTYPE	1299	TYPE OF SCHOOL
PMINENR	1325	PERCENT MINORITY STUDENTS
PMINTCH	1319	PERCENT MINORITY TEACHERS
PTPUB	854	YEARS TEACHING - PART TIME PUBLIC
PTPVT	850	YEARS TEACHING - PART TIME PRIVATE
RACE_ETH	1309	RACE ETHNICITY
REGION	37	REGION
REPWGT1	58	REPLICATE WEIGHT 1
REPWGT10	202	REPLICATE WEIGHT 10
REPWGT11	218	REPLICATE WEIGHT 11
REPWGT12	234	REPLICATE WEIGHT 12
REPWGT13	250	REPLICATE WEIGHT 13
REPWGT14	266	REPLICATE WEIGHT 14
REPWGT15	282	REPLICATE WEIGHT 15
REPWGT16	298	REPLICATE WEIGHT 16
REPWGT17	314	REPLICATE WEIGHT 17
REPWGT18	330	REPLICATE WEIGHT 18
REPWGT19	346	REPLICATE WEIGHT 19
REPWGT2	74	REPLICATE WEIGHT 2
REPWGT20	362	REPLICATE WEIGHT 20
REPWGT21	378	REPLICATE WEIGHT 21
REPWGT22	394	REPLICATE WEIGHT 22
REPWGT23	410	REPLICATE WEIGHT 23
REPWGT24	426	REPLICATE WEIGHT 24
REPWGT25	442	REPLICATE WEIGHT 25
REPWGT26	458	REPLICATE WEIGHT 26
REPWGT27	474	REPLICATE WEIGHT 27
REPWGT28	490	REPLICATE WEIGHT 28
REPWGT29	506	REPLICATE WEIGHT 29
REPWGT3	90	REPLICATE WEIGHT 3

Variable	EBCDIC Position	Label
REPWGT30	522	REPLICATE WEIGHT 30
REPWGT31	538	REPLICATE WEIGHT 31
REPWGT32	554	REPLICATE WEIGHT 32
REPWGT33	570	REPLICATE WEIGHT 33
REPWGT34	586	REPLICATE WEIGHT 34
REPWGT35	602	REPLICATE WEIGHT 35
REPWGT36	618	REPLICATE WEIGHT 36
REPWGT37	634	REPLICATE WEIGHT 37
REPWGT38	650	REPLICATE WEIGHT 38
REPWGT39	666	REPLICATE WEIGHT 39
REPWGT4	106	REPLICATE WEIGHT 4
REPWGT40	682	REPLICATE WEIGHT 40
REPWGT41	698	REPLICATE WEIGHT 41
REPWGT42	714	REPLICATE WEIGHT 42
REPWGT43	730	REPLICATE WEIGHT 43
REPWGT44	746	REPLICATE WEIGHT 44
REPWGT45	762	REPLICATE WEIGHT 45
REPWGT46	778	REPLICATE WEIGHT 46
REPWGT47	794	REPLICATE WEIGHT 47
REPWGT48	810	REPLICATE WEIGHT 48
REPWGT5	122	REPLICATE WEIGHT 5
REPWGT6	138	REPLICATE WEIGHT 6
REPWGT7	154	REPLICATE WEIGHT 7
REPWGT8	170	REPLICATE WEIGHT 8
REPWGT9	186	REPLICATE WEIGHT 9
SCHCNTL	24	SCHOOL CONTROL NUMBER
SCHLEVEL	1314	SCHOOL LEVEL
SECTOR	36	PUBLIC, PRIVATE, INDIAN FLAG
STATABB	1306	USPS STATE ABBREVIAtION
STATE	38	FIPS STATE CODE
SURVEY	1	SURVEY ID
T0015	826	PERSON NAMED ON THE LABEL
T0020	827	1A MAIN ASSIGNMENT AT THIS SCH CLASSIFIE
T0025	829	1B TEACH CLASSES AT THIS SCHOOL
T0030	830	2 FULL/PART-TIME TEACHER AT THIS SCH
T0035	831	3A HAVE OTHER ASSIGNMENT AT THIS SCH
T0040	832	3B WHAT IS OTHER ASSIGNMENT AT THIS SCH
T0045	833	3C FULL-TIME EMPLOYEE AT THIS SCH
T0050	834	4 OTHER MAIN ACTIVITY OUTSIDE THIS SCH
T0055	835	5 YR BEGAN FIRST TEACHING POSITION
T0060	837	6 ACTIVITY YR BEFORE BEGAN TEACHING
T0065	839	7 PREVIOUS POSITIONIN EDUCATION
T0070	840	8B BUSINESS OR INDUSTRY OF PRIOR OCCUP
T0075	843	8C OCCUPATION PRIORTO TEACHING
T0080	846	8E CLASSIFICATION OF PRIOR OCCUPATION
T0090	847	9A EVER TAUGHT IN A PRIVATE SCH

Variable	EBCDIC Position	Label
T0120	856	11A BREAKS IN SERVICE OF ONE YR OR MORE
T0125	858	11B ANY BREAK IN SERVICE DUE TO LAY-OFF
T0130	859	11B BREAKS IN SERVICE DUE TO LAY-OFF/RIF
T0135	860	11C HOW LONG MOST RECENT BREAK IN SERVIC
T0140	862	11D CONSECUTIVE YRS TEACHING SINCE BREAK
T0145	864	12 YR BEGAN TEACHING IN THIS SCHOOL
T0150	866	13 ACTIVITY PRIOR TO TCHNG IN THIS SCH
T0155	867	13 TAUGHT IN PRIOR TO CURRENT JOB
T0160	869	13 ACTIVITY PRIOR TO TCHING IN THIS SCH
T0165	871	14 ALSO TAUGHT ANY GRADE K THRU 12
T0170	872	15A HAVE A BACHELOR'S DEGREE
T0175	873	15B MAJOR FIELD OF STUDY FOR BACHELOR'S
T0180	875	15C YR RECEIVED BACHELOR'S DEGREE
T0185	877	15D HAVE A SECOND MAJOR FIELD OF STUDY
T0190	878	15E SECOND MAJOR FIELD OF STUDY-BACHELOR
T0195	880	15F HAVE A MINOR FIELD OF STUDY
T0200	881	15G MINOR FIELD OF STUDY FOR BACHELOR'S
T0205	883	16A COLL/UNIV WHERE BACHELOR'S DEG EARND
T0210	889	16B CITY AND STATE OF COLLEGE
T0215	891	16B COLLEGE LOCATED OUTSIDE U.S.
T0220	892	17A HAVE A SECOND BACHELOR'S DEGREE
T0225	893	17B MAJOR FIELD OF STUDY-2ND BACHELOR'S
T0230	895	17C YR RECEIVED SECOND BACHELOR'S DEGREE
T0235	897	"18A HAVE A MASTER'S DEGREE
T0240	898	18B MAJOR FIELD OF STUDY-MASTER'S DEGREE
T0245	900	18C YR RECEIVED MASTER'S DEGREE
T0250	902	19A HAVE A SECOND MASTER'S DEGREE
T0255	903	19B MAJOR FIELD OF STUDY-2ND MASTER'S
T0260	905	19C YR RECEIVED SECOND MASTER'S DEGREE
T0265	907	20A HAVE ANY OTHER TYPE OF DEGREE
T0270	908	20B(1) HAVE ASSOCIATE DEGREE
T0275	909	20C(1) MAJOR FIELD OF STUDY-ASSOC DEGREE
T0280	911	20D(1) YR RECEIVED ASSOCIATE DEGREE
T0285	913	20B(2) EDUC SPECIALIST OR PROF DIPLOMA
T0290	914	20C(2) MAJOR FIELD FOR ED. SPEC/PROF DIP
T0295	916	20D(2) YR RECEIVED DEGREE EDUC SPEC/PROF
T0300	918	20B(3) DOCTORATE OR PROFESSIONAL DEGREE
T0305	919	20C(3) MAJOR FIELD OF STUDY-DOC/PROF
T0310	921	20D(3) YR RECEIVED DOCORATE/PROF DEGR
T0315	923	21A MAIN TEACHING ASSIGNMENT FIELD
T0320	925	21A TWO TEACHING FIELDS EQUALLY DIVIDED
T0325	926	21B TEACH CLASSES IN OTHER FIELDS
T0330	927	21C FIELD TEACH THE SECOND MOST CLASSES
T0335	929	22A ST CERTIFICATE IN MAIN TCHG FIELD
T0340	930	22B TYPE OF CERTIFICATE

Variable	EBCDIC Position	Label
T0345	931	22C YR CERTIFIED IN MAIN TCHNG FIELD
T0350	933	23A ST CERTIFICATE IN OTHER TCHNG FLD
T0355	934	23B TYPE OF CERTIFICATE IN OTHER FIELD
T0360	935	23C YR CERTIFIED IN OTHER TCHNG FIELD
T0365	937	24A OTHER REGULAR OR ADVANCED CERTIFICAT
T0370	938	24B(1) TEACHING FIELD OF OTHER CERTIFICA
T0375	940	24B(2) TEACHING FIELD OF OTHER CERTIFICA
T0380	942	24B(3) TEACHING FIELD OF OTHER CERTIFICA
T0385	944	25B(4) TEACHING FIELD OF OTHER CERTIFICA
T0390	946	24B(5) TEACHING FIELD OF OTHER CERTIFICA
T0395	948	24B(6) TEACHING FIELD OF OTHER CERTIFICA
T0400	950	25A FLD BEST QUALIFIED TO TEACH
T0405	952	25B QUALIFIED TO TEACH ANY OTHER FIELD
T0410	953	25C FLD SECOND BEST QUALIFIED TO TEACH
T0415	955	26A CHANGED MAIN TEACHING ASSIGNMENT FIELD
T0420	956	26B PREVIOUS MAIN TEACHNG ASSIGNMENT FIELD
T0425	958	26C CONSECUTIVE YRS TCHNG IN CURRENT FIELD
T0430	960	27 ARE YOU A CHAPTER 1 TEACHER
T0435	961	28A ANY MATHEMATICS COURSES TAKEN
T0440	962	28A NUMBER OF UNDERGRADUATE MATH COURSES
T0445	964	28A NUMBER OF GRADUATE MATH COURSES
T0450	966	28B ANY COMPUTER SCIENCE COURSES TAKEN
T0455	967	28B NUMBER UNDERGRAD COMP SCIENCE COURSES
T0460	969	28B NUMBER OF GRADUATE COMP SCI COURSES
T0465	971	28C ANY BIOLOGY/LIFE SCI COURSES TAKEN
T0470	972	28C NUMBER OF UNDERGRAD BIOLOGY COURSES
T0475	974	28C NUMBER OF GRADUATE BIOLOGY COURSES
T0480	976	28D ANY CHEMISTRY COURSES TAKEN
T0485	977	28D NUMBER OF UNDERGRAD CHEMISTRY COURSES
T0490	979	28D NUMBER OF GRADUATE CHEMISTRY COURSES
T0495	981	28E ANY PHYSICS COURSES TAKEN
T0500	982	28E NUMBER OF UNDERGRAD PHYSICS COURSES
T0505	984	28E NUMBER OF GRADUATE PHYSICS COURSES
T0510	986	28F ANY EARTH/SPACE SCI COURSES TAKEN
T0515	987	28F NUMBER OF UNDERGRAD EARTH SCI COURSE
T0520	989	28F NUMBER OF GRADUATE EARTH SCI COURSES
T0525	991	28G ANY OTHER SCIENCE COURSES TAKEN
T0530	992	28G NUMBER OF UNDGRAD COURSES IN OTHER SCI
T0535	994	28G NUMBER OF GRAD COURSES IN OTHER SCI
T0540	996	29 TEACH ANY SCI, MATH, COMP SCI CLASSES
T0545	997	30(1) ATTENDED LEA-SPONSORED WORKSHOPS
T0550	998	30(2) ATTENDED SCH-SPONSORED WORKSHOPS
T0555	999	30(3) TOOK UNIV EXTENSION COURSES
T0560	1000	30(4) TOOK COLLEGE COURSE IN SUBJECT FLD
T0565	1001	30(5) PROF GROWTH ACTIVITIES OF PRF ASSN
T0570	1002	30(6) EFFORT TO COMBINE ACAD/VOC SKILLS

Variable	EBCDIC Position	Label
T0575	1003	30(7) WORK ON OTHER CURRICULUM COMMITTEE
T0580	1004	30(8) TEXTBOOK/MATERIALS COMMITTEE
T0585	1005	30(0) NO ACTIVITIES TEACHING RELATED
T0590	1006	31A PROGRAM IN USES OF EDUC TECHNOLOGY
T0595	1007	31A HRS EDUC TECHNOLOGY PROGRAM LASTED
T0600	1008	31B PROGRAM-TCHNG METHODS OF SUBJECT FLD
T0605	1009	31B HRS TCHNG METHODS PROGRAM LASTED
T0610	1010	31C PGM OF IN-DEPTH STUDY IN SUBJ FLD
T0615	1011	31C HRS PRGM OF IN-DEPTH STUDY LASTED
T0620	1012	31D PROGRAM ON STUDENT ASSESSMENT
T0625	1013	31D HRS STUDENT ASSESSMENT PRGM LASTED
T0630	1014	31E PROGRAM ON COOPERATIVE LEARNING
T0635	1015	31E HRS COOPERATIVE LEARNING PGM LASTED
T0640	1016	32A PROGRAMS PROVIDED NEW INFORMATION
T0645	1017	32B PROGRAMS CHANGED VIEWS ON TEACHING
T0650	1018	32C PGM CAUSED CHANGE IN TCHNG PRACTICES
T0655	1019	32D PGM CREATED WANT FOR MORE TRNG/INFO
T0660	1020	32E PGM WERE MOSTLY A WASTE OF TIME
T0665	1021	33(1) SUPPORT FOR PROF DEV RELEASED TIME
T0670	1022	33(2) SPRT FOR PROF DEV-SCHEDULED TIME
T0675	1023	33(3) SPRT FOR PROF DEV-TRAVEL/PER DIEM
T0680	1024	33(4) SPRT FOR PROF DEV-TUITION AND FEES
T0685	1025	33(5) SPRT FOR PROF DEV-PROF GROWTH CRD
T0690	1026	33(0) SUPPORT FOR PROF DEVELOPMENT-NONE
T0695	1027	34 MEMBER OF A TEACHERS' UNION
T0700	1028	35A WAS IN A TEACHER INDUCTION PGM
T0705	1029	35B CURRENTLY A MASTER OR MENTOR TEACHER
T0710	1030	36(1) UNGRADED STUDENTS IN CLASSES
T0715	1031	36(2) PREK STUDENTS IN CLASSES
T0720	1032	36(3) KINDERGARTEN STUDENTS IN CLASSES
T0725	1033	36(4) 1ST GRADE STUDENTS IN CLASSES
T0730	1034	36(5) 2ND GRADE STUDENTS IN CLASSES
T0735	1035	36(6) 3RD GRADE STUDENTS IN CLASSES
T0740	1036	36(7) 4TH GRADE STUDENTS IN CLASSES
T0745	1037	36(8) 5TH GRADE STUDENTS IN CLASSES
T0750	1038	36(9) 6TH GRADE STUDENTS IN CLASSES
T0755	1039	36(10) 7TH GRADE STUDENTS IN CLASSES
T0760	1040	36(11) 8TH GRADE STUDENTS IN CLASSES
T0765	1041	36(12) 9TH GRADE STUDENTS IN CLASSES
T0770	1042	36(13) 10TH GRADE STUDENTS IN CLASSES
T0775	1043	36(14) 11TH GRADE STUDENTS IN CLASSES
T0780	1044	36(15) 12TH GRADE STUDENTS IN CLASSES
T0785	1045	36(16) POSTSECONDARY STUDENTS IN CLASSES
T0790	1046	37 TEACHER'S CLASS ORGANIZATION
T0795	1047	38A NUMBER OF STUDENTS TAUGHT BY TEACHER

Variable	EBCDIC Position	Label
T0800	1050	38B(1) HRS SPENT TCHNG ENGLISH/READING
T0805	1052	38B(2) HRS SPENT TCHING MATH/ARITHMETIC
T0810	1054	38B(3) HRS SPENT TCHNG SOCIAL STUDIES
T0815	1056	38B(4) HRS SPENT TCHING SCIENCE
T0820	1058	39 NUMBER OF SEPARATE CLASSES TAUGHT
T0825	1060	40A(1) SUBJECT TAUGHT
T0830	1062	40B(1) NUMBER OF STUDENTS IN THE CLASS
T0835	1064	40A(2) SUBJECT TAUGHT
T0840	1066	40B(2) NUMBER OF STUDENTS IN THE CLASS
T0845	1068	40A(3) SUBJECT TAUGHT
T0850	1070	40B(3) NUMBER OF STUDENTS IN THE CLASS
T0855	1072	40A(4) SUBJECT TAUGHT
T0860	1074	40B(4) NUMBER OF STUDENTS IN THE CLASS
T0865	1076	40A(5) SUBJECT TAUGHT
T0870	1078	40B(5) NUMBER OF STUDENTS IN THE CLASS
T0875	1080	40A(6) SUBJECT TAUGHT
T0880	1082	40B(6) NUMBER OF STUDENTS IN THE CLASS
T0885	1084	40A(7) SUBJECT TAUGHT
T0890	1086	40B(7) NUMBER OF STUDENTS IN THE CLASS
T0895	1088	40A(8) SUBJECT TAUGHT
T0900	1090	40B(8) NUMBER OF STUDENTS IN THE CLASS
T0905	1092	40A(9) SUBJECT TAUGHT
T0910	1094	40B(9) NUMBER STUDENTS IN THE CLASS
T0915	1096	40A(10) SUBJECT TAUGHT
T0920	1098	40B(10) NUMBER OF STUDENTS IN THE CLASS
T0925	1100	40A(11) SUBJECT TAUGHT
T0930	1102	40B(11) NUMBER OF STUDENTS IN THE CLASS
T0935	1104	40A(12) SUBJECT TAUGHT
T0940	1106	40B(12) NUMBER OF STUDENTS IN THE CLASS
T0945	1108	40A(13) SUBJECT TAUGHT
T0950	1110	40B(13) NUMBER OF STUDENTS IN THE CLASS
T0955	1112	40A(14) SUBJECT TAUGHT
T0960	1114	40B(14) NUMBER OF STUDENTS IN THE CLASS
T0965	1116	40A(15) SUBJECT TAUGHT
T0970	1118	40B(15) NUMBER OF STUDENTS IN THE CLASS
T0975	1120	41A TOTAL STUDENTS IN ALL TCHR'S CLASSES
T0980	1124	41B TIMES PER WEEK EACH CLASS MEETS
T0985	1125	41C NUMBER OF SEPARATE CLASSES TAUGHT
T0990	1127	42A HRS REQUIRED AT SCHOOL PER WEEK
T0995	1129	42B(1) WEEKLY HOURS SCHL RELATED ACTIVITIES
T1000	1131	42B(2) WEEKLY HRS-OTHER SCH COR ACTIVITIES
T1005	1133	43A NUMBER OF STUDENTS TARDY PER WEEK
T1010	1136	43B CLASS INTERRUPTIONS PER WEEK
T1015	1139	44A TCHR INFLUENCE ON DISCIPLINE POLICY
T1020	1140	44B TCHR INFLUENCE ON IN-SERVICE PROGRAM
T1025	1141	44C TCHR INFLUENCE ON TEACHER HIRING

Variable	EBCDIC Position	Label
T1030	1142	44D TCHR INFLUENCE ON SCHOOL EXPENDITURE
T1035	1143	44E TCHR INFLUENCE ON TEACHER EVALUATION
T1040	1144	44F TCHR INFLUENCE ON CURRICLUM
T1045	1145	45A TCHR CONTROL IN TEXTBOOK SELECTION
T1050	1146	45B TCHR CONTROL OF CONTENT TAUGHT
T1055	1147	45C TCHR CONTROL OVER TCHNG TECHNIQUES
T1060	1148	45D TCHR CONTROL IN STUDENT GRADING
T1065	1149	45E TCHR CONTROL IN STUDENT DISCIPLINE
T1070	1150	45F TCHR CONTROL OF HOMEWORK ASSIGNED
T1075	1151	46A PROBLEM OF STUDENT TARDINESS
T1080	1152	46B PROBLEM OF STUDENT ABSENTEEISM
T1085	1153	46C PROBLEM OF TEACHER ABSENTEEISM
T1090	1154	46D PROBLEM OF STUDENTS CUTTING CLASS
T1095	1155	46E PROBLEM OF STUDENT PHYSICAL CONFLICT
T1100	1156	46F PROBLEM OF ROBBERY OR THEFT
T1105	1157	46G PROBLEM OF SCHOOL VANDALISM
T1110	1158	46H PROBLEM OF STUDENT PREGNACY
T1115	1159	46I PROBLEM OF STUDENT USE OF ALCOHOL
T1120	1160	46J PROBLEM OF STUDENT DRUG ABUSE
T1125	1161	46K PROBLEM OF STUDENTS WITH WEAPONS
T1130	1162	46L PROBLEM OF VERBAL ABUSE OF TEACHERS
T1135	1163	46M PROBLEM OF STUDENT DISRESPECT OF TCH
T1140	1164	46N PROBLEM OF STUDENT DROPPING OUT
T1145	1165	46O PROBLEM OF STUDENT APATHY
T1150	1166	46P PROBLEM OF LACK OF ACADEMIC CHALLENG
T1155	1167	46Q PROBLEM OF LACK OF PARENT INVOLVEMEN
T1160	1168	46R PROBLEM OF PARENTAL ALCOHOL/DRUG ABU
T1165	1169	46S PROBLEM OF POVERTY
T1170	1170	46T PROBLEM OF RACIAL TENSION
T1175	1171	46U PROBLEM OF STDS UNPREPARED TO LEARN
T1180	1172	46V PROBLEM OF POOR NUTRITION
T1185	1173	46W PROBLEM OF POOR STUDENT HEALTH
T1190	1174	46X PROBLEM OF STUDENT ENG LANG
T1195	1175	47A TEACHERS IN SCHOOL EVALUATED FAIRLY
T1200	1176	47B PRINCIPAL CLEARLY DEFINES EXPECTATIO
T1205	1177	47C ADMINISTRATION SUPPORTIVE OF STAFF
T1210	1178	47D SATISFIED WITH TEACHING SALARY
T1215	1179	47E STUDENT MISCONDUCT INTERFERES W/TCHG
T1220	1180	47F TCHRS PARTICIPATE IN EDUC DECISIONS
T1225	1181	47G RECEIVE SUPPORT FROM PARENTS
T1230	1182	47H TEACHING MATERIALS ARE AVAILABLE
T1235	1183	47I PNCPL POOR AT GETTING RESOURCES
T1240	1184	47J ROUTINE PAPERWORK INTERFERES W/TCHNG
T1245	1185	47K PNCPL ENFORCES STU CONDUCT RULES
T1250	1186	47L PRNCP DISCUSSES MY TEACHING JOB W/ME

Variable	EBCDIC Position	Label
T1255	1187	47M TCHRS ENFORCE STU BEHAVIOR RULES
T1260	1188	47N TCHRS AGREE ON SCHOOL'S MISSION
T1265	1189	47O PRNCP CLARIFIES TYPE OF SCH WANTED
T1270	1190	47P THERE'S A COMMON EFFORT AMONG STAFF
T1275	1191	47Q STAFF RECOGNIZED FOR A JOB WELL DONE
T1280	1192	47R SCH RULES CONFLICT W/MY JUDGEMENT
T1285	1193	47S I AM SATISFIED WITH MY CLASS SIZES
T1290	1194	47T TRY TO COORDINATE COURSE CONTENT
T1295	1195	47U SCH PRIORITIES ARE CLEAR
T1300	1196	47V TARDINESS/CLASS CUTTING DISRUPT TCHN
T1305	1197	47W BEST EFFORT SOMETIMES SEEMS WASTED
T1310	1198	47X INTEGRATE LIBRARY SERVICES W/TCHNG
T1315	1199	47Y LIBRARY MATERIALS ARE ADEQUATE
T1320	1200	48 IF STARTING OVER, WOULD YOU BE A TCHR
T1325	1201	49A EVER THREATENED BY STUDENT
T1330	1202	49B THREATENED BY STU IN PAST YEAR
T1335	1203	49B TIMES THREATENED IN PAST YEAR
T1340	1206	50A EVER PHYSICALLY ATTACKED BY STUDENT
T1345	1207	50B ATTACKED BY STUDENT IN PAST YR
T1350	1208	50B ATTACKED IN PAST YEAR
T1355	1211	51A YEAR ELIGIBLE TO RETIRE
T1360	1213	51A YEAR ELIGIBLE TO RETIRE
T1365	1215	51A ALREADY ELIGIBLE TO RETIRE
T1370	1216	51B HOW LONG PLAN TO REMAIN IN TEACHING
T1375	1217	51C YR PLAN TO RETIRE FROM TEACHING
T1380	1219	51C YR PLAN TO RETIRE FROM TEACHING
T1385	1221	52 EXPECTED MAIN ACTIVITY NEXT YEAR
T1390	1223	53A(1) EARNINGS FROM TEACHING SUMMER SCH
T1395	1224	53A(1) AMOUNT EARNED TCHING SUMMER SCH
T1400	1229	53A(2) SUMMER NONTEACHING JOB IN A SCH
T1405	1230	53A(2) SUMMER INCOME OF SCH NONTCHNG JOB
T1410	1235	53A(3) SUMMER NONSCHOOL JOB
T1415	1236	53A(3) INCOME FROM SUMMER NONSCHOOL JOB
T1420	1241	53B(1) ACADEMIC YR BASE TCHNG SALARY
T1425	1246	53B(2) ADDITIONAL COMPENSATION FROM SCH
T1430	1247	53B(2) ADDITIONAL COMPENSATION EARNED
T1435	1252	53B(3) EARNING FROM JOB OUTSIDE SCH SYS
T1440	1253	53B(3) INCOME FROM JOB OUTSIDE SCH SYSTE
T1445	1258	53B(4) TYPE OF JOB OUTSIDE THIS SCH
T1450	1259	53B(5) INCOME FROM ANY OTHER SOURCE
T1455	1260	53B(5) INCOME EARNED FROM OTHER SOURCE
T1460	1265	53C WORK ON CONTRIBUTED SERVICE BASIS
T1465	1266	54(1) RECEIVE GENERAL MEDICAL INSURANCE
T1470	1267	54(2) RECEIVE DENTAL INSURANCE
T1475	1268	54(3) RECEIVE GROUP LIFE INSURANCE
T1480	1269	54(4) RECEIVE PENSION CONTRIBUTIONS

Variable	EBCDIC Position	Label
T1485	1270	54(6) RECEIVE HOUSING/HOUSING EXPENSES
T1490	1271	54(6) RCVD FREE OR REDUCED-PRICE MEALS
T1495	1272	54(7) RECEIVE TRANSPORTATION EXPENSES
T1500	1273	54(8) RECEIVE TUITION/FEE REIMBURSEMENT
T1505	1274	54(9) RECEIVE TUITION FOR YOUR CHILDREN
T1510	1275	54(10) RECEIVE CHILD CARE
T1515	1276	54(0) DO NOT RECEIVE ANY BENEFITS
T1520	1277	55 TOTAL INCOME OF ALL HHD FAMILY MEMBER
T1525	1279	56 MALE OR FEMALE
T1530	1280	57A RACE
T1535	1281	57B ENROLLED IN A ST/FED RECOGNIZD TRIBE
T1540	1282	58 OF HISPANIC ORIGIN
T1545	1283	59 YEAR OF BIRTH
T1550	1285	60 CURRENT MARITAL STATUS
T1560	1286	61A DEPENDENT CHILDREN
T1565	1288	61B AGE OF YOUNGEST CHILD
T1570	1290	62A ANY DEPENDENTS OTHER THAN CHLDN/SP
T1575	1291	62B HOW MANY OTHER DEPENDENTS
T1580	1293	63A EVER RECEIVE TRNG FOR TCHNG LEP STDN
T1585	1294	63B ANY LEP STUDENTS IN YOUR CLASSES
T1590	1295	63C PERCENT OF CURRENT STUDENTS ARE LEP
T1610	1296	66 HOW LONG TO COMPLETE THIS SURVEY (MIN
TBIL	1337	BILINGUAL TEACHER FLAG
TCHWGT	42	FINAL TEACHER WEIGHT
TETHN	1335	RACE/ETHNICITY FLAG
TMOS	1355	TEACHER MEASURE OF SIZE
TNEW	1336	NEW TEACHER FLAG
TOTEXPER	1312	TOTAL YEARS OF EXPERIENCE
TPROB	1344	PROBABILITY OF SELECTION FOR TEACHER
TSORDR	1339	SCHOOL SAMPLING ORDER OF SELECTION
TSUBJ	1338	SUBJECT FLAG RECODE
TTORDR	1350	ORDER OF SELECTION FOR TEACHER SAMPLE
TTSTR	1343	TEACHER STRATIFICATION CODE
TUITIN	1300	19C HIGHEST ANNUAL TUITN - FULL-TIME STU
TYPOLOGY	41	TYPOLOGY
URBANIC	1334	3-LEVEL LOCALE

Appendix E. Selected Unweighted and Weighted Tables

Note: All unweighted and weighted counts presented in this section are presented for the purpose of checking the data. We encourage programmers to validate their programs by comparing their results with the cross-tabulated number of observations in these tables.

Teacher Demand and Shortage Survey

Selected Unweighted and Weighted Tables

Table E-1.--Unweighted number of districts by enrollment and by state: 1993-94

	Enrollment					
State	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
50 States and D.C.	17	939	648	2,140	650	599
Alabama	0	0	1	58	27	10
Alaska	0	19	12	8	2	3
Arizona	0	7	11	44	12	17
Arkansas	0	21	25	61	10	3
California	0	24	14	57	46	82
Colorado	0	13	6	30	1	14
Connecticut	1	7	6	52	20	4
Delaware	0	0	3	8	3	3
District of Columbia	0	0	0	0	0	1
Florida	0	0	2	9	10	33
Georgia	0	1	2	50	19	23
Hawaii	0	0	0	0	0	1
Idaho	0	15	13	37	6	4
Illinois	5	30	27	67	22	12
Indiana	1	1	5	77	22	13
Iowa	0	25	42	34	6	6
Kansas	0	25	27	40	7	5
Kentucky	0	0	9	65	16	7
Louisiana	0	1	1	24	15	16
Maine	1	16	15	65	1	0
Maryland	0	0	0	2	3	14
Massachusetts	0	6	14	98	24	9
Michigan	1	32	25	80	20	20
Minnesota	2	18	20	42	13	8
Mississippi	0	1	2	87	19	4
Missouri	0	21	33	40	13	15
Montana	1	100	15	25	3	1
Nebraska	0	65	19	17	3	2
Nevada	0	4	1	8	3	2
New Hampshire	0	13	15	41	1	2
New Jersey	1	11	14	63	18	6
New Mexico	0	7	14	22	9	6
New York	0	20	26	102	25	10
North Carolina	0	0	1	28	23	26
North Dakota	1	83	16	10	2	2

Table E-1.--Unweighted number of districts by enrollment and by state: 1993-94, *continued*

	Enrollment					
State	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
Ohio	0	5	18	91	25	16
Oklahoma	0	86	49	63	8	8
Oregon	0	23	10	47	15	7
Pennsylvania	2	3	5	100	25	7
Rhode Island	0	1	2	24	4	3
South Carolina	0	0	3	25	17	19
South Dakota	1	58	22	24	0	2
Tennessee	0	0	3	42	23	14
Texas	0	84	25	72	33	63
Utah	0	0	1	11	6	12
Vermont	0	51	20	17	0	0
Virginia	0	3	2	33	23	19
Washington	0	18	15	35	18	26
West Virginia	0	0	0	29	16	8
Wisconsin	0	9	27	58	11	9
Wyoming	0	12	10	18	2	2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-2.--Weighted number of districts by enrollment and by state: 1993-94

	Enrollment					
State	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
50 States and D.C.	45	5,015	2,566	5,669	983	708
Alabama	0	0	3	87	29	11
Alaska	0	28	14	9	2	3
Arizona	0	71	30	87	14	18
Arkansas	0	101	94	102	11	3
California	0	357	168	278	128	132
Colorado	0	79	28	59	1	16
Connecticut	1	40	20	90	22	5
Delaware	0	0	3	9	3	3
District of Columbia	0	0	0	0	0	1
Florida	0	0	6	15	14	37
Georgia	0	3	5	124	26	24
Hawaii	0	0	0	0	0	1
Idaho	0	39	21	44	6	4
Illinois	8	298	235	335	41	16
Indiana	3	4	28	233	29	14
Iowa	0	135	158	96	7	6
Kansas	0	125	91	75	7	5
Kentucky	0	0	31	120	18	7
Louisiana	0	2	1	30	17	20
Maine	5	108	45	77	1	0
Maryland	0	0	0	3	4	17
Massachusetts	0	77	48	188	27	9
Michigan	2	137	110	302	36	22
Minnesota	8	116	85	141	23	10
Mississippi	0	3	5	123	20	4
Missouri	0	246	135	126	18	16
Montana	7	460	26	30	3	1
Nebraska	0	559	61	25	3	2
Nevada	0	4	1	8	3	2
New Hampshire	0	76	34	50	1	2
New Jersey	2	180	107	253	41	8
New Mexico	0	22	27	23	9	6
New York	0	72	152	430	56	14
North Carolina	0	0	2	56	32	32
North Dakota	3	217	23	10	2	2

Table E-2.--Weighted number of districts by enrollment and by state: 1993-94, *continued*

State	Enrollment					
	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
Ohio	0	30	132	433	47	20
Oklahoma	0	327	118	101	9	9
Oregon	0	167	26	66	15	7
Pennsylvania	3	8	14	500	47	8
Rhode Island	0	3	2	25	4	3
South Carolina	0	0	22	44	20	19
South Dakota	2	115	31	27	0	2
Tennessee	0	0	15	85	24	14
Texas	0	411	169	325	69	74
Utah	0	0	4	18	6	12
Vermont	0	177	40	20	0	0
Virginia	0	18	9	68	27	21
Washington	0	105	41	97	26	26
West Virginia	0	0	0	30	17	8
Wisconsin	0	81	149	173	15	10
Wyoming	0	15	9	20	2	2

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

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Table E-3.--Unweighted number of FTE K-12 teaching positions by region: 1993-94

Region	Type of teaching positions				
	Number of vacant	Number of abolished	Number of laidoff	Number of new hires	Number of new certifications
Northeast	725	571	1,298	14,832	14,673
Midwest	897	902	3,415	18,637	19,169
South	2,541	898	1,320	69,218	58,399
West	1,998	1,074	1,781	27,546	22,867

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-4.-Weighted number of FTE K-12 teaching positions by region: 1993-94

Region	Type of teaching positions				
	Number of vacant	Number of abolished	Number of laidoff	Number of new hires	Number of new certifications
Northeast	1,228	1,033	1,999	29,303	30,482
Midwest	1,277	2,019	5,916	37,916	41,537
South	3,012	1,219	1,697	90,906	78,161
West	2,689	1,587	2,299	39,199	34,496

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-5.--Unweighted teacher salary schedules averaged for public school districts by degree/experience and by region: 1993-94

Region	Degree/experience				
	Bachelor's degree/ no experience	Master's degree/ no experience	Master's degree/plus 30 credits and no experience	Master's degree/ 20 years of experience	Highest step
Northeast	25,139	27,287	28,945	45,565	50,205
Midwest	21,135	23,353	24,862	36,750	39,870
South	20,859	22,470	23,402	31,710	35,344
West	21,931	24,450	25,802	37,562	41,949

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-6.--Weighted teacher salary schedules averaged for public school districts by degree/experience and by region: 1993-94

Region	Degree/experience				
	Bachelor's degree/ no experience	Master's degree/ no experience	Master's degree/plus 30 credits and no experience	Master's degree/ 20 years of experience	Highest step
Northeast	25,581	27,727	29,317	46,594	51,270
Midwest	20,879	23,013	24,448	35,718	38,415
South	20,407	21,714	22,410	30,955	33,848
West	21,913	24,505	25,693	37,800	41,318

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-7.--Unweighted number of districts offering various incentives by region: 1993-94

Region	Incentives					
	To recruit or retrain teachers in less desirable locations	Free training available in school district	Recruit or retain teachers to teach in fields of shortage	Other purposes (retaining good teachers, rewarding excellence)	Teacher completion of in-service training or college credits	Program for aspiring school administrators
Total	454	1,019	573	517	2,218	917
Northeast	43	131	67	67	597	140
Midwest	113	183	140	136	717	157
South	203	426	237	218	344	333
West	95	279	129	96	560	287

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-8.--Weighted number of districts offering various incentives by region: 1993-94

Region	Incentives					
	To recruit or retrain teachers in less desirable locations	Free training available in school district	Recruit or retain teachers to teach in fields of shortage	Other purposes (retaining good teachers, rewarding excellence)	Teacher completion of in-service training or college credits	Program for aspiring school administrators
Total	1,483	2,854	1,553	1,837	6,736	1,948
Northeast	156	419	187	253	1,925	395
Midwest	418	742	466	702	2,517	435
South	626	880	556	557	6574	542
West	283	813	324	324	1,639	576

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-9.--Unweighted number of FTE teachers and enrollment by grade level: 1993-94

Grade level	FTE teachers	Enrollment
Ungraded	101,043	599,469
Kindergarten	76,733	2,199,908
Grades 1 - 12	1,468,993	25,411,707

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-10.--Weighted number of FTE teachers and enrollment by grade level: 1993-94

Grade level	FTE teachers	Enrollment
Ungraded	142,468	838,162
Kindergarten	115,416	3,317,098
Grades 1 - 12	2,243,228	38,146,884

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Public School Principal Survey

Selected Unweighted and Weighted Tables

Table E-11.--Unweighted number of public school principals, by highest degree earned and by state: 1993-94

State	Total	No degree	Associate's	Bachelor's	Master's	Education specialist	Doctorate
50 States and D.C.	9,098	++	0	140	5,722	2,330	904
Alabama	232	0	0	++	108	104	19
Alaska	188	0	0	7	135	30	16
Arizona	194	0	0	++	129	27	37
Arkansas	162	0	0	0	116	40	6
California	380	0	0	18	260	54	48
Colorado	158	0	0	++	97	39	21
Connecticut	152	0	0	++	30	90	31
Delaware	70	0	0	0	52	8	10
District of Columbia	54	0	0	0	41	++	12
Florida	236	0	0	0	164	44	28
Georgia	177	0	0	0	30	118	29
Hawaii	88	0	0	14	45	23	6
Idaho	165	0	0	++	109	45	9
Illinois	246	0	0	++	153	57	34
Indiana	172	0	0	0	86	69	17
Iowa	163	0	0	++	117	28	17
Kansas	150	0	0	0	101	27	22
Kentucky	149	0	0	0	56	83	10
Louisiana	219	0	0	0	145	61	13
Maine	144	0	0	6	104	29	5
Maryland	154	0	0	0	116	16	22
Massachusetts	217	0	0	++	138	45	33
Michigan	201	0	0	4	121	52	24
Minnesota	163	0	0	3	32	108	20
Mississippi	202	0	0	++	123	65	13
Missouri	173	0	0	0	84	64	25
Montana	169	++	0	3	147	13	5
Nebraska	142	0	0	++	82	44	14
Nevada	115	0	0	++	82	15	17
New Hampshire	120	0	0	++	83	22	13
New Jersey	185	0	0	++	137	26	21
New Mexico	164	0	0	++	124	30	9
New York	280	0	0	0	116	129	35
North Carolina	199	0	0	0	90	80	29
North Dakota	168	0	0	43	108	9	8

Table E-11.--Unweighted number of public school principals, by highest degree earned and by state: 1993-94, *continued*

State	Total	No degree	Associate's	Bachelor's	Master's	Education specialist	Doctorate*
Ohio	182	0	0	0	144	25	13
Oklahoma	307	0	0	++	220	72	13
Oregon	170	0	0	++	100	57	12
Pennsylvania	175	0	0	++	105	46	22
Rhode Island	93	0	0	0	68	14	11
South Carolina	157	0	0	0	84	53	20
South Dakota	168	0	0	0	136	26	6
Tennessee	183	0	0	++	120	43	19
Texas	388	0	0	5	290	77	16
Utah	173	0	0	++	90	62	19
Vermont	97	0	0	6	64	18	9
Virginia	174	++	0	0	126	30	17
Washington	207	0	0	++	163	27	15
West Virginia	166	0	0	0	143	20	3
Wisconsin	173	0	0	++	119	33	19
Wyoming	134	0	0	++	89	32	12

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse. Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-12.--Weighted number of public school principals, by highest degree earned and by state: 1993-94

State	Total	No degree	Associate's	Bachelor's	Master's	Education specialist	Doctorate*
50 States and D.C.	79,618	—	0	1,140	50,469	20,573	7,430
Alabama	1,274	0	0	—	544	588	—
Alaska	475	0	0	—	329	63	—
Arizona	1,041	0	0	—	693	—	194
Arkansas	1,084	0	0	0	784	258	—
California	7,304	0	0	—	4,982	1,162	850
Colorado	1,308	0	0	—	815	299	—
Connecticut	958	0	0	—	159	618	179
Delaware	169	0	0	0	125	—	—
District of Columbia	154	0	0	0	117	—	—
Florida	2,308	0	0	0	1,636	418	—
Georgia	1,724	0	0	0	236	1,180	—
Hawaii	229	0	0	—	116	—	—
Idaho	560	0	0	—	376	146	—
Illinois	3,882	0	0	—	2,645	873	357
Indiana	1,847	0	0	0	1,014	670	—
Iowa	1,517	0	0	—	1,144	—	—
Kansas	1,450	0	0	0	1,017	—	—
Kentucky	1,292	0	0	0	520	676	—
Louisiana	1,443	0	0	0	956	399	—
Maine	714	0	0	—	489	—	—
Maryland	1,163	0	0	0	911	—	—
Massachusetts	1,670	0	0	—	1,113	292	238
Michigan	3,005	0	0	—	1,861	777	—
Minnesota	1,449	0	0	—	286	1,000	—
Mississippi	951	0	0	—	553	328	—
Missouri	2,080	0	0	0	1,104	724	—
Montana	747	—	0	—	648	—	—
Nebraska	1,063	0	0	—	628	320	—
Nevada	369	0	0	—	257	—	—
New Hampshire	437	0	0	—	303	—	—
New Jersey	2,193	0	0	—	1,599	—	—
New Mexico	649	0	0	—	478	137	—
New York	3,894	0	0	0	1,590	1,845	458
North Carolina	1,929	0	0	0	888	816	—
North Dakota	574	0	0	185	339	—	—

Table E-12.--Weighted number of public school principals, by highest degree earned and by state: 1993-94, *continued*

State	Total	No degree	Associate's	Bachelor's	Master's	Education specialist	Doctorate*
Ohio	3,631	0	0	0	2,933	--	--
Oklahoma	1,747	0	0	--	1,252	417	--
Oregon	1,183	0	0	--	728	359	--
Pennsylvania	3,000	0	0	--	1,911	826	--
Rhode Island	295	0	0	0	216	--	--
South Carolina	1,083	0	0	0	584	371	--
South Dakota	655	0	0	0	538	--	--
Tennessee	1,522	0	0	--	1,023	341	--
Texas	5,879	0	0	--	4,444	1,072	--
Utah	673	0	0	--	373	220	--
Vermont	308	0	0	--	196	--	--
Virginia	1,696	--	0	0	1,301	257	--
Washington	1,750	0	0	--	1,325	--	--
West Virginia	891	0	0	0	748	--	--
Wisconsin	1,991	0	0	--	1,356	397	--
Wyoming	411	0	0	--	282	90	--

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse. Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-13.--Unweighted number of public school principals, by race/ethnicity and sex: 1993-94

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	9,098	7,758	815	299	226
Male	6,565	5,790	446	197	132
Female	2,533	1,968	369	102	94

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-14.--Weighted number of public school principals, by race/ethnicity and sex: 1993-94

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	79,618	67,081	8,018	3,269	1,250
Male	52,114	46,283	3,419	1,738	673
Female	27,505	20,798	4,599	1,531	577

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-15.--Unweighted number of public school principals, by highest degree earned and by sex: 1993-94

Sex	Total	No Degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	9,098	++	0	140	5,722	2,330	904
Male	6,565	++	0	84	4,231	1,635	613
Female	2,533	0	0	56	1,491	695	291

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-16.--Weighted number of public school principals, by highest degree earned and by sex: 1993-94

Sex	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	79,618	--	0	1,140	50,469	20,573	7,430
Male	52,114	--	0	586	33,900	12,892	4,728
Female	27,505	0	0	553	16,569	7,681	2,702

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-17.--Unweighted number of public school principals, by annual salary and by sex: 1993-94

Annual salary	Total	Male	Female
Total	9,098	6,565	2,533
Less than $10,000	0	0	0
$10,000 - $14,999	3	++	++
$15,000 - $19,999	12	7	5
$20,000 - $24,999	16	4	12
$25,000 - $29,999	74	44	30
$30,000 - $34,999	234	157	77
$35,000 - $39,999	603	412	191
$40,000 - $49,999	2,533	1,876	657
$50,000 - $59,999	2,659	1,937	722
$60,000 - $74,999	2,340	1,639	701
$75,000 - $99,999	606	472	134
$100,000 or more	18	15	3

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire) .

Table E-18.--Weighted number of public school principals, by annual salary and by sex: 1993-94

Annual salary	Total	Male	Female
Total	79,618	52,114	27,505
Less than $10,000	0	0	0
$10,000 - $14,999	--	--	--
$15,000 - $19,999	--	--	--
$20,000 - $24,999	--	--	--
$25,000 - $29,999	530	288	243
$30,000 - $34,999	1,711	1,081	630
$35,000 - $39,999	4,536	2,932	1,603
$40,000 - $49,999	21,469	14,877	6,592
$50,000 - $59,999	24,362	15,578	8,784
$60,000 - $74,999	21,458	13,455	8,003
$75,000 - $99,999	5,121	3,680	1,441
$100,000 or more	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-19.--Unweighted number of public school principals, by years as a principal and by sex: 1993-94

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	9,098	3,400	2,405	1,454	1,839
Male	6,565	2,075	1,667	1,148	1,675
Female	2,533	1,325	738	306	164

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-20.--Weighted number of public school principals, by years as a principal and by sex: 1993-94

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	79,618	29,927	21,123	12,157	16,411
Male	52,114	15,873	12,746	8,792	14,703
Female	27,505	14,054	8,377	3,365	1,709

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-21.--Unweighted number of public school principals, by age and by sex: 1993-94

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	9,098	707	1,635	2,938	2,172	1,646
Male	6,565	510	1,140	2,133	1,574	1,208
Female	2,533	197	495	805	598	438

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-22.--Weighted number of public school principals, by age and by sex: 1993-94

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	79,618	5,936	14,571	25,427	18,868	14,817
Male	52,114	3,943	9,271	16,623	12,215	10,062
Female	27,505	1,993	5,299	8,805	6,653	4,755

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-23.--Unweighted number of public school principals, by highest degree earned and by race/ethnicity: 1993-94

Race/ ethnicity	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	9,098	++	0	140	5,722	2,330	904
White	7,758	++	0	118	4,846	2,029	764
Black, Non-hispanic	815	++	0	++	514	196	103
Hispanic	299	0	0	3	217	59	20
Other	226	0	0	18	145	46	17

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-24.--Weighted number of public school principals, by highest degree earned and by race/ethnicity: 1993-94

Race/ ethnicity	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	79,618	--	0	1,140	50,469	20,573	7,430
White	67,081	--	0	1,000	42,144	17,795	6,140
Black, Non-hispanic	8,018	--	0	--	5,159	1,898	955
Hispanic	3,269	0	0	--	2,435	567	--
Other	1,250	0	0	--	731	314	--

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-25.--Unweighted number of public school principals, by annual salary and by race/ethnicity: 1993-94

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	9,098	7,758	815	299	226
Less than $10,000	0	0	0	0	0
$10,000 - $14,999	3	3	0	0	0
$15,000 - $19,999	12	11	0	0	++
$20,000 - $24,999	16	16	0	0	0
$25,000 - $29,999	74	68	3	++	++
$30,000 - $34,999	234	215	10	3	6
35,000 - $39,999	603	533	38	18	14
$40,000 - $49,999	2,533	2,189	187	90	67
$50,000 - $59,999	2,659	2,304	201	85	69
$60,000 - $74,999	2,340	1,896	305	84	55
$75,000 - $99,999	606	509	68	17	12
$100,000 or more	18	14	3	++	0

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-26.--Weighted number of public school principals, by annual salary and by race/ethnicity: 1993-94

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	79,618	67,081	8,018	3,269	1,250
Less than $10,000	0	0	0	0	0
$10,000 - $14,999	--	--	0	0	0
$15,000 - $19,999	--	--	0	0	--
$20,000 - $24,999	--	--	0	0	0
$25,000 - $29,999	530	493	--	--	--
$30,000 - $34,999	1,711	1,588	--	--	--
$35,000 - $39,999	4,536	4,013	352	--	--
$40,000 - $49,999	21,469	18,599	1,672	902	296
$50,000 - $59,999	24,362	20,935	2,121	991	314
$60,000 - $74,999	21,458	16,760	3,099	1,144	456
$75,000 - $99,999	5,121	4,306	640	--	--
$100,000 or more	--	--	--	--	0

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-27.--Unweighted number of public school principals, by years as a principal and by race/ethnicity: 1993-94

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	9,098	3,400	2,405	1,454	1,839
White	7,758	2,802	2,035	1,259	1,662
Black, Non-hispanic	815	364	219	122	110
Hispanic	299	135	84	39	41
Other	226	99	67	34	26

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-28.--Weighted number of public school principals, by years as a principal and by race/ethnicity: 1993-94

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	79,618	29,927	21,123	12,157	16,411
White	67,081	24,276	17,476	10,509	14,820
Black, Non-hispanic	8,018	3,507	2,327	1,086	1,098
Hispanic	3,269	1,580	948	370	372
Other	1,250	564	373	191	--

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-29.--Unweighted number of public school principals, by age and by race/ethnicity: 1993-94

Race/ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	9,098	707	1,635	2,938	2,172	1,646
White	7,758	636	1,386	2,516	1,841	1,379
Black, Non-hispanic	815	42	127	243	228	175
Hispanic	299	12	77	107	60	43
Other	226	17	45	72	43	49

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-30.--Weighted number of public school principals, by age and by race/ethnicity: 1993-94

Race/ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	79,618	5,936	14,571	25,427	18,868	14,817
White	67,081	5,239	12,155	21,726	15,806	12,155
Black, Non-hispanic	8,018	444	1,179	2,312	2,062	2,021
Hispanic	3,269	--	939	970	826	374
Other	1,250	--	298	419	174	267

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-31.--Unweighted number of public school principals, by annual salary and by highest degree earned: 1993-94

Annual salary	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	9,098	++	0	140	5,722	2,330	904
Less than $10,000	0	0	0	0	0	0	0
$10,000 - $14,999	3	0	0	0	++	++	++
$15,000 - $19,999	12	0	0	4	7	0	++
$20,000 - $24,999	16	0	0	9	4	++	++
$25,000 - $29,999	74	0	0	20	45	9	0
$30,000 - $34,999	234	0	0	17	170	45	++
$35,000 - $39,999	603	0	0	22	440	118	23
$40,000 - $49,999	2,533	++	0	26	1,722	664	120
$50,000 - $59,999	2,659	0	0	18	1,628	748	265
$60,000 - $74,999	2,340	++	0	21	1,396	575	347
$75,000 - $99,999	606	0	0	3	303	167	133
$100,000 or more	18	0	0	0	6	++	11

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-32.--Weighted number of public school principals, by annual salary and by highest degree earned: 1993-94

Annual salary	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	79,618	--	0	1,140	50,469	20,573	7,430
Less than $10,000	0	0	0	0	0	0	0
$10,000 - $14,999	--	0	0	0	--	--	--
$15,000 - $19,999	--	0	0	--	--	0	--
$20,000 - $24,999	--	0	0	--	--	--	--
$25,000 - $29,999	530	0	0	--	332	--	0
$30,000 - $34,999	1,711	0	0	--	1,210	346	--
$35,000 - $39,999	4,536	0	0	--	3,236	906	--
$40,000 - $49,999	21,469	--	0	--	14,743	5,475	1,064
$50,000 - $59,999	24,362	0	0	--	15,090	6,905	2,137
$60,000 - $74,999	21,458	--	0	--	13,070	5,416	2,842
$75,000 - $99,999	5,121	0	0	--	2,638	1,422	1,037
$100,000 or more	--	0	0	0	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-33.--Unweighted number of public school principals, by years as a principal and by highest degree: 1993-94

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	9,098	3,400	2,405	1,454	1,839
No degree	++	++	++	0	0
Associate's	0	0	0	0	0
Bachelor's	140	74	29	15	22
Master's	5,722	2,226	1,459	862	1,175
Education Specialist	2,330	832	658	387	453
Doctorate*	904	267	258	190	189

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-34.--Weighted number of public school principals, by years as a principal and by highest degree: 1993-94

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	79,618	29,927	21,123	12,157	16,411
No degree	--	--	--	0	0
Associate's	0	0	0	0	0
Bachelor's	1,140	639	--	--	--
Master's	50,469	19,795	12,915	7,221	10,538
Education Specialist	20,573	7,489	5,676	3,353	4,055
Doctorate*	7,430	2,001	2,253	1,451	1,726

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-35.--Unweighted number of public school principals, by age and by highest degree earned: 1993-94

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	9,098	707	1,635	2,938	2,172	1,646
No degree	++	0	0	0	++	0
Associate's	0	0	0	0	0	0
Bachelor's	140	33	23	32	24	28
Master's	5,722	496	1,064	1,770	1,350	1,042
Education Specialist	2,330	141	417	829	568	375
Doctorate*	904	37	131	307	228	201

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-36.--Weighted number of public school principals, by age and by highest degree earned: 1993-94

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	79,618	5,936	14,571	25,427	18,868	14,817
No degree	--	0	0	0	--	0
Associate's	0	0	0	0	0	0
Bachelor's	1,140	270	--	241	--	--
Master's	50,469	4,227	9,531	15,196	12,055	9,459
Education Specialist	20,573	1,124	3,819	7,624	4,690	3,317
Doctorate*	7,430	315	983	2,367	1,935	1,831

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-37.--Unweighted number of public school principals, by years as a principal and by annual salary: 1993-94

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	9,098	3,400	2,405	1,454	1,839
Less than $10,000	0	0	0	0	0
$10,000-$14,999	3	0	++	0	++
$15,000-$19,999	12	8	++	++	++
$20,000-$24,999	16	11	++	++	++
$25,000-$29,999	74	35	20	8	11
$30,000-$34,999	234	128	54	14	38
$35,000-$39,999	603	305	135	75	88
$40,000-$49,999	2,533	1,032	654	392	455
$50,000-$59,999	2,659	935	760	418	546
$60,000-$74,999	2,340	813	588	408	531
$75,000-$99,999	606	131	182	133	160
$100,000 or more	18	++	7	4	5

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-38.--Weighted number of public school principals, by years as a principal and by annual salary: 1993-94

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	79,618	29,927	21,123	12,157	16,411
Less than $10,000	--	0	--	0	--
$10,000-$14,999	--	--	--	--	--
$15,000-$19,999	--	--	--	--	--
$20,000-$24,999	530	276	--	--	--
$25,000-$29,999	1,711	1,005	402	--	235
$30,000-$34,999	4,536	2,195	1,080	561	700
$35,000-$39,999	21,469	8,807	5,720	3,176	3,767
$40,000-$49,999	24,362	8,612	7,046	3,590	5,114
$50,000-$59,999	21,458	7,698	5,180	3,638	4,943
$60,000-$74,999	5,121	1,166	1,453	1,018	1,484
$75,000-$99,999	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-39.--Unweighted number of public school principals, by age and by annual salary: 1993-94

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	9,098	707	1,635	2,938	2,172	1,646
Less than $10,000	0	0	0	0	0	0
$10,000-$14,999	3	0	0	0	++	++
$15,000-$19,999	12	3	++	++	5	++
$20,000-$24,999	16	6	4	++	4	++
$25,000-$29,999	74	23	13	12	14	12
$30,000-$34,999	234	55	52	62	26	39
$35,000-$39,999	603	101	147	172	100	83
$40,000-$49,999	2,533	291	550	819	508	365
$50,000-$59,999	2,659	157	486	881	682	453
$60,000-$74,999	2,340	69	316	795	663	497
$75,000-$99,999	606	++	64	191	163	187
$100,000 or more	18	++	++	4	6	6

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire)

Table E-40.--Weighted number of public school principals, by age and by annual salary: 1993-94

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	79,618	5,936	14,571	25,427	18,868	14,817
Less than $10,000	0	0	0	0	0	0
$10,000-$14,999	--	0	0	0	--	--
$15,000-$19,999	--	--	--	--	--	--
$20,000-$24,999	--	--	--	--	--	--
$25,000-$29,999	530	--	--	--	--	--
$30,000-$34,999	1,711	363	411	461	--	308
$35,000-$39,999	4,536	735	1,149	1,324	721	606
$40,000-$49,999	21,469	2,564	4,855	6,793	4,329	2,928
$50,000-$59,999	24,362	1,437	4,353	7,705	6,328	4,539
$60,000-$74,999	21,458	601	3,098	7,435	5,688	4,637
$75,000-$99,999	5,121	--	561	1,583	1,388	1,585
$100,000 or more	--	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire)

Private School Principal Survey

Selected Unweighted and Weighted Tables

Table E-41.--Unweighted number of private school principals, by race/ethnicity and sex: 1993-94

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	2,743	2,579	88	48	28
Male	1,447	1,379	34	23	11
Female	1,296	1,200	54	25	17

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-42.--Weighted number of private school principals, by race/ethnicity and sex: 1993-94

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	25,015	23,133	1,060	524	--
Male	11,606	10,943	347	--	--
Female	13,410	12,190	713	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-43.--Unweighted number of private school principals, by highest degree earned and by sex: 1993-94

Sex	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	2,743	59	18	538	1,590	262	276
Male	1,447	33	4	246	836	121	207
Female	1,296	26	14	292	754	141	69

*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-44.--Weighted number of private school principals, by highest degree earned and by sex: 1993-94

Sex	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	25,015	1,679	--	6,480	12,900	2,049	1,476
Male	11,606	1,186	--	2,685	5,757	784	1,072
Female	13,410	--	--	3,795	7,143	1,264	404

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-45.--Unweighted number of private school principals, by annual salary and by sex: 1993-94

Annual salary	Total	Male	Female
Total	2,743	1,447	1,296
Unpaid	118	69	49
Less than $10,000	90	34	56
$10,000 - $14,999	143	42	101
$15,000 - $19,999	203	60	143
$20,000 - $24,999	211	85	126
$25,000 - $29,999	269	150	119
$30,000 - $34,999	353	186	167
$35,000 - $39,999	276	142	134
$40,000 - $49,999	386	210	176
$50,000 - $59,999	233	135	98
$60,000 - $74,999	197	124	73
$75,000 - $99,999	158	118	40
$100,000 or more	106	92	14

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-46.--Weighted number of private school principals, by annual salary and by sex: 1993-94

Annual salary	Total	Male	Female
Total	25,015	11,606	13,410
Unpaid	1,842	1,160	682
Less than $10,000	1,403	470	933
$10,000 - $14,999	1,915	602	1,313
$15,000 - $19,999	2,570	831	1,739
$20,000 - $24,999	2,604	957	1,647
$25,000 - $29,999	2,834	1,548	1,286
$30,000 - $34,999	3,452	1,672	1,780
$35,000 - $39,999	2,414	1,159	1,255
$40,000 - $49,999	3,106	1,536	1,570
$50,000 - $59,999	1,154	593	561
$60,000 - $74,999	830	421	409
$75,000 - $99,999	562	383	179
$100,000 or more	330	273	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-47.--Unweighted number of private school principals, by years as a principal and by sex: 1993-94

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,743	954	632	492	665
Male	1,447	441	338	275	393
Female	1,296	513	294	217	272

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-48.--Weighted number of private school principals, by years as a principal and by sex: 1993-94

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	25,015	9,490	5,860	4,232	5,433
Male	11,606	4,245	2,661	2,126	2,573
Female	13,410	5,245	3,198	2,106	2,861

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-49.--Unweighted number of private school principals, by age and by sex: 1993-94

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	2,743	411	485	621	504	722
Male	1,447	233	293	325	248	348
Female	1,296	178	192	296	256	374

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-50.--Weighted number of private school principals, by age and by sex: 1993-94

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	25,015	4,794	4,403	5,144	4,120	6,553
Male	11,606	2,687	2,241	2,389	1,535	2,753
Female	13,410	2,107	2,162	2,755	2,585	3,800

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-51.--Unweighted number of private school principals, by highest degree earned and by race/ethnicity: 1993-94

Race/ ethnicity	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	2,743	59	18	538	1,590	262	276
White	2,579	55	15	494	1,506	249	260
Black, Non-hispanic	88	3	++	26	45	6	6
Hispanic	48	0	++	11	26	4	6
Other	28	++	0	7	13	3	4

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-52.--Weighted number of private school principals, by highest degree earned and by race/ethnicity: 1993-94

Race/ ethnicity	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	25,015	1,679	--	6,480	12,900	2,049	1,476
White	23,133	1,596	--	5,925	12,054	1,870	1,350
Black, Non-hispanic	1,060	--	--	--	462	--	--
Hispanic	524	0	--	--	--	--	--
Other	--	--	0	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

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Table E-53.--Unweighted number of private school principals, by annual salary and by race/ethnicity: 1993-94

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	2,743	2,579	88	48	28
Unpaid	118	108	7	++	++
Less than $10,000	90	85	++	++	++
$10,000 - $14,999	143	133	7	3	0
$15,000 - $19,999	203	195	4	3	++
$20,000 - $24,999	211	197	9	4	++
$25,000 - $29,999	269	253	8	3	5
$30,000 - $34,999	353	330	13	5	5
$35,000 - $39,999	276	259	11	4	++
$40,000 - $49,999	386	362	10	12	++
$50,000 - $59,999	233	221	6	4	++
$60,000 - $74,999	197	187	4	4	++
$75,000 - $99,999	158	146	6	3	3
$100,000 or more	106	103	++	0	++

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-54.--Weighted number of private school principals, by annual salary and by race/ethnicity: 1993-94

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	25,015	23,133	1,060	524	--
Unpaid	1,842	1,624	--	--	--
Less than $10,000	1,403	1,354	--	--	--
$10,000 - $14,999	1,915	1,786	--	--	0
$15,000 - $19,999	2,570	2,476	--	--	--
$20,000 - $24,999	2,604	2,333	--	--	--
$25,000 - $29,999	2,834	2,627	--	--	--
$30,000 - $34,999	3,452	3,143	--	--	--
$35,000 - $39,999	2,414	2,289	--	--	--
$40,000 - $49,999	3,106	2,854	--	--	--
$50,000 - $59,999	1,154	1,055	--	--	--
$60,000 - $74,999	830	773	--	--	--
$75,000 - $99,999	562	503	--	-	--
$100,000 or more	330	316	--	0	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-55.--Unweighted number of private school principals, by years as a principal and by race/ethnicity: 1993-94

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,743	954	632	492	665
White	2,579	893	592	468	626
Black, Non-hispanic	88	35	27	9	17
Hispanic	48	15	10	9	14
Other	28	11	3	6	8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-56.--Weighted number of private school principals, by years as a principal and by race/ethnicity: 1993-94

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	25,015	9,490	5,860	4,232	5,433
White	23,133	8,867	5,323	3,972	4,972
Black, Non-hispanic	1,060	346	--	--	--
Hispanic	524	--	--	--	--
Other	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-57.--Unweighted number of private school principals, by age and by race/ethnicity: 1993-94

Race/ ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	2,743	411	485	621	504	722
White	2,579	373	467	582	478	679
Black, Non-hispanic	88	23	12	22	12	19
Hispanic	48	9	4	9	7	19
Other	28	6	++	8	7	5

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-58.--Weighted number of private school principals, by age and by race/ethnicity: 1993-94

Race/ ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	25,015	4,794	4,403	5,144	4,120	6,553
White	23,133	4,297	4,264	4,690	3,829	6,054
Black, Non-hispanic	1,060	--	--	--	--	--
Hispanic	524	--	--	--	--	--
Other	--	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-59.--Unweighted number of private school principals, by annual salary and by highest degree earned: 1993-94

Annual salary	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	2,743	59	18	538	1,590	262	276
Unpaid	118	9	4	36	49	9	11
Less than $10,000	90	8	++	36	35	4	6
$10,000 - $14,999	143	9	++	41	77	11	3
$15,000 - $19,999	203	7	3	65	104	21	3
$20,000 - $24,999	211	10	3	86	91	15	6
$25,000 - $29,999	269	10	0	72	168	10	9
$30,000 - $34,999	353	++	3	74	222	32	20
$35,000 - $39,999	276	++	0	47	177	33	18
$40,000 - $49,999	386	++	++	42	247	54	40
$50,000 - $59,999	233	++	++	10	148	31	42
$60,000 - $74,999	197	0	0	10	118	27	42
$75,000 - $99,999	158	0	0	13	88	11	46
$100,000 or more	106	0	0	6	66	4	30

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-60.--Weighted number of private school principals, by annual salary and by highest degree earned: 1993-94

Annual salary	Total	No degree	Associate's	Bachelor's	Master's	Education Specialist	Doctorate*
Total	25,015	1,679	--	6,480	12,900	2,049	1,476
Unpaid	1,842	--	--	770	436	--	--
Less than $10,000	1,403	--	--	792	247	--	--
$10,000 - $14,999	1,915	--	--	527	845	--	--
$15,000 - $19,999	2,570	--	--	853	1,208	--	--
$20,000 - $24,999	2,604	--	--	1,185	902	--	--
$25,000 - $29,999	2,834	--	0	722	1,847	--	--
$30,000 - $34,999	3,452	--	--	744	2,195	303	--
$35,000 - $39,999	2,414	--	0	344	1,561	377	--
$40,000 - $49,999	3,106	--	--	305	1,915	403	306
$50,000 - $59,999	1,154	--	--	--	716	129	275
$60,000 - $74,999	830	0	0	--	489	--	137
$75,000 - $99,999	562	0	0	--	318	--	133
$100,000 or more	330	0	0	--	223	--	79

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-61.--Unweighted number of private school principals, by years as a principal and by highest degree earned: 1993-94

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,743	954	632	492	665
No degree	59	31	14	6	8
Associate's	18	8	5	++	3
Bachelor's	538	243	124	71	100
Master's	1,590	538	348	302	402
Education Specialist	262	70	80	50	62
Doctorate*	276	64	61	61	90

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-62.--Weighted number of private school principals, by years as a principal and by highest degree earned: 1993-94

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	25,015	9,490	5,860	4,232	5,433
No degree	1,679	706	--	--	--
Associate's	--	--	--	--	--
Bachelor's	6,480	3,140	1,647	805	889
Master's	12,900	4,480	2,835	2,383	3,202
Education Specialist	2,049	547	660	397	445
Doctorate*	1,476	332	344	343	456

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-63.--Unweighted number of private school principals, by age and by highest degree earned: 1993-94

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	2,743	411	485	621	504	722
No degree	59	26	7	6	7	13
Associate's	18	4	5	3	3	3
Bachelor's	538	150	109	104	71	104
Master's	1,590	184	271	392	302	441
Education Specialist	262	30	53	59	44	76
Doctorate*	276	17	40	57	77	85

*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-64.--Weighted number of private school principals, by age and by highest degree earned: 1993-94

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	25,015	4,794	4,403	5,144	4,120	6,553
No degree	1,679	--	--	--	--	--
Associate's	--	--	--	--	--	--
Bachelor's	6,480	1,824	1,581	1,143	621	1,311
Master's	12,900	1,754	2,004	3,036	2,435	3,670
Education Specialist	2,049	395	373	417	318	546
Doctorate*	1,476	--	233	281	452	445

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-65.--Unweighted number of private school principals, by years as a principal and by annual salary: 1993-94

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,743	954	632	492	665
Unpaid	118	41	30	18	29
Less than $10,000	90	47	18	17	8
$10,000-$14,999	143	50	29	29	35
$15,000-$19,999	203	72	41	40	50
$20,000-$24,999	211	88	54	28	41
$25,000-$29,999	269	112	50	40	67
$30,000-$34,999	353	152	70	52	79
$35,000-$39,999	276	81	73	53	69
$40,000-$49,999	386	135	103	69	79
$50,000-$59,999	233	77	66	42	48
$60,000-$74,999	197	48	52	44	53
$75,000-$99,999	158	32	30	38	58
$100,000 or more	106	19	16	22	49

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-66.--Weighted number of private school principals, by years as a principal and by annual salary: 1993-94

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	25,015	9,490	5,860	4,232	5,433
Unpaid	1,842	593	456	--	--
Less than $10,000	1,403	949	--	--	--
$10,000-$14,999	1,915	717	--	--	488
$15,000-$19,999	2,570	1,013	469	521	567
$20,000-$24,999	2,604	1,011	812	--	483
$25,000-$29,999	2,834	1,245	529	439	620
$30,000-$34,999	3,452	1,568	653	491	741
$35,000-$39,999	2,414	680	688	422	624
$40,000-$49,999	3,106	933	880	579	714
$50,000-$59,999	1,154	355	304	216	280
$60,000-$34,999	830	186	304	153	187
$75,000-$99,999	562	152	100	126	184
$100,000 or more	330	--	--	--	129

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-67.--Unweighted number of private school principals, by age and by annual salary: 1993-94

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	2,743	411	485	621	504	722
Unpaid	118	19	15	22	20	42
Less than 10,000	90	25	16	18	9	22
$10,000-$14,999	143	21	17	23	26	56
$15,000-$19,999	203	37	29	39	25	73
$20,000-$24,999	211	52	34	43	29	53
$25,000-$29,999	269	52	57	57	36	67
$30,000-$34,999	353	66	73	73	59	82
$35,000-$39,999	276	47	44	68	53	64
$40,000-$49,999	386	44	76	112	69	85
$50,000-$59,999	233	23	50	53	48	59
$60,000-$74,999	197	13	37	50	49	48
$75,000-$99,999	158	9	30	37	45	37
$100,000 or more	106	3	7	26	36	34

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-68.--Weighted number of private school principals, by age and by annual salary: 1993-94

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	25,015	4,794	4,403	5,144	4,120	6,553
Unpaid	1,842	--	--	--	--	761
Less than 10,000	1,403	--	--	--	--	--
$10,000-$14,999	1,915	--	--	--	--	612
$15,000-$19,999	2,570	527	--	456	--	819
$20,000-$24,999	2,604	714	480	514	--	613
$25,000-$29,999	2,834	556	682	603	293	700
$30,000-$34,999	3,452	677	623	694	713	745
$35,000-$39,999	2,414	542	325	539	457	552
$40,000-$49,999	3,106	361	517	846	609	773
$50,000-$59,999	1,154	--	286	238	257	235
$60,000-$74,999	830	--	152	169	183	287
$75,000-$99,999	562	--	85	181	142	121
$100,000 or more	330	--	--	--	146	87

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Public School Survey

Selected Unweighted and Weighted Tables

Table E-69.--Unweighted number of public K-12 teachers by level: 1993-94

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	336,470	123,392	186,466	26,612
Number of full-time K-12 teachers	311,261	112,267	173,875	25,119
Number of part-time K-12 teachers	25,209	11,125	12,591	1,493

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-70.--Weighted number of public K-12 teachers by level: 1993-94

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	2,561,294	1,607,967	877,885	75,441
Number of full-time K-12 teachers	2,338,092	1,454,077	812,840	71,175
Number of part-time K-12 teachers	223,202	153,890	65,046	4,266

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-71.--Unweighted number of public schools, students, and K-12 teachers, by state: 1993-94

State	Schools	Students	Total number K-12 teachers
50 States and D.C.	8,767	5,331,589	336,470
Alabama	224	156,274	9,256
Alaska	170	58,340	3,590
Arizona	189	162,468	8,982
Arkansas	156	77,599	5,126
California	352	306,443	14,140
Colorado	164	105,567	6,081
Connecticut	148	87,396	6,972
Delaware	63	43,233	2,863
District of Columbia	55	28,712	1,956
Florida	228	213,007	12,362
Georgia	168	147,626	9,226
Hawaii	85	67,832	4,296
Idaho	158	80,692	4,409
Illinois	238	127,034	8,194
Indiana	166	114,184	7,006
Iowa	158	62,052	4,587
Kansas	149	63,176	4,509
Kentucky	149	94,311	5,693
Louisiana	207	125,567	7,886
Maine	145	56,294	4,255
Maryland	135	112,273	6,731
Massachusetts	208	147,638	11,536
Michigan	202	110,447	6,405
Minnesota	160	95,541	5,969
Mississippi	195	126,305	7,244
Missouri	168	95,727	6,244
Montana	178	55,601	3,870
Nebraska	139	45,062	3,489
Nevada	109	77,012	4,220
New Hampshire	117	59,301	4,184
New Jersey	167	107,135	8,743
New Mexico	160	108,934	6,331
New York	269	222,037	16,214
North Carolina	181	120,829	8,250
North Dakota	166	46,983	3,242
Ohio	176	113,491	7,012
Oklahoma	306	113,834	8,162
Oregon	159	90,462	4,877
Pennsylvania	169	116,658	7,744
Rhode Island	88	43,385	3,218
South Carolina	141	104,680	6,390
South Dakota	165	49,484	3,590
Tennessee	179	125,460	6,935
Texas	380	243,182	16,768
Utah	174	150,343	6,503
Vermont	97	33,595	2,673
Virginia	158	109,591	7,549
Washington	200	120,056	6,366
West Virginia	154	71,020	4,692
Wisconsin	164	88,769	6,437
Wyoming	131	48,947	3,493

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-72.--Weighted number of public schools, students, and K-12 teachers, by state: 1993-94

State	Schools	Students	Total number K-12 teachers
50 States and D.C.	80,740	41,621,660	2,561,294
Alabama	1,274	745,963	44,859
Alaska	478	127,130	8,152
Arizona	1,057	685,519	37,600
Arkansas	1,084	460,286	30,625
California	7,319	4,804,574	209,032
Colorado	1,329	616,433	35,755
Connecticut	964	472,718	35,465
Delaware	169	107,701	7,027
District of Columbia	160	75,948	5,185
Florida	2,348	1,888,762	106,535
Georgia	1,723	1,194,072	74,907
Hawaii	234	173,041	11,137
Idaho	573	218,179	12,105
Illinois	3,884	1,747,678	111,511
Indiana	1,869	972,991	57,732
Iowa	1,518	484,443	35,861
Kansas	1,450	431,981	31,219
Kentucky	1,327	693,316	41,571
Louisiana	1,446	791,318	48,906
Maine	721	207,975	15,658
Maryland	1,185	753,706	43,862
Massachusetts	1,689	776,415	58,416
Michigan	3,159	1,491,699	83,384
Minnesota	1,492	705,021	44,054
Mississippi	957	531,874	29,841
Missouri	2,082	938,836	62,454
Montana	890	175,611	12,980
Nebraska	1,296	248,016	20403
Nevada	365	231,088	12,724
New Hampshire	445	174,563	12,299
New Jersey	2,195	1,097,841	83,937
New Mexico	663	323,001	19,265
New York	3,904	2,593,562	178,647
North Carolina	1,927	1,090,802	72,137
North Dakota	582	115,635	8,275
Ohio	3,636	1,816,266	111,518
Oklahoma	1,763	579,583	42,220
Oregon	1,184	478,877	25,787
Pennsylvania	3,128	1,805,243	114,571
Rhode Island	295	124,230	9,217
South Carolina	1,081	630,309	39,623
South Dakota	661	139,525	10,759
Tennessee	1,522	840,505	47,662
Texas	5,890	3,342,778	223,802
Utah	674	454,114	19,889
Vermont	318	91,787	7,327
Virginia	1,698	958,091	64,937
Washington	1,806	913,048	48,452
West Virginia	898	316,190	21,473
Wisconsin	2,014	880,935	62,974
Wyoming	411	102,484	7,566

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-73.--Unweighted number of public schools offering a particular program or service, by state: 1993-94

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and prescriptive	After school programs	Medical health care
50 States and D.C.	8,704	1,495	3,542	6,896	5,626	7,949	6,046	7,230	1,560	5,243
Alabama	221	4	28	169	142	209	155	155	39	81
Alaska	170	108	90	133	112	153	140	150	29	94
Arizona	188	75	154	151	113	174	153	163	59	141
Arkansas	156	9	34	131	121	150	151	111	16	117
California	347	175	272	239	204	289	215	297	65	200
Colorado	164	38	89	126	91	149	105	141	27	93
Connecticut	146	18	85	137	118	137	77	136	30	115
Delaware	63	9	31	53	42	57	45	59	12	52
District of Columbia	54	11	24	48	37	44	45	38	26	32
Florida	226	50	136	148	127	211	139	182	71	120
Georgia	167	10	57	142	141	159	147	128	39	47
Hawaii	85	35	79	66	42	83	76	68	66	37
Idaho	158	48	92	143	128	143	104	140	15	81
Illinois	234	45	81	181	131	216	143	202	39	152
Indiana	163	13	39	114	76	154	108	143	39	125
Iowa	157	6	32	117	74	145	150	134	14	113
Kansas	148	18	32	102	79	133	129	122	23	98
Kentucky	149	4	18	106	80	141	103	109	67	78
Louisiana	204	14	42	135	111	180	142	149	24	140
Maine	140	8	43	110	87	133	84	117	18	101
Maryland	135	7	62	103	89	119	107	117	36	77
Massachusetts	208	60	127	168	118	184	60	194	35	158
Michigan	202	38	60	163	145	179	116	176	30	52
Minnesota	160	10	57	136	130	149	98	136	38	104
Mississippi	191	13	27	152	141	164	137	111	22	84
Missouri	166	4	40	114	77	155	93	138	37	110
Montana	175	19	16	144	139	163	105	144	15	92
Nebraska	138	9	24	107	79	122	72	120	8	108
Nevada	108	27	73	85	51	95	78	93	46	76
New Hampehire	117	4	44	105	72	110	42	109	18	96

Table E-73.-- Unweighted number of public schools offering a particular program or service, by state: 1993-94, *continued*

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and prescriptive	After school programs	Medical health care
New Jersey	167	29	113	139	139	148	109	151	31	133
New Mexico	160	108	118	127	85	149	133	142	33	125
New York	269	61	156	249	218	245	153	229	39	184
North Carolina	181	24	58	133	98	175	156	137	60	107
North Dakota	164	11	29	133	114	149	39	137	18	49
Ohio	175	12	36	137	93	166	113	136	23	107
Oklahoma	305	57	86	235	192	295	281	223	35	99
Oregon	159	38	94	137	124	142	144	143	32	88
Pennsylvania	168	10	70	125	97	154	142	139	18	126
Rhode Island	88	7	49	80	35	77	43	85	7	69
South Carolina	139	5	46	131	128	134	117	114	27	99
South Dakota	164	6	18	130	117	147	148	136	10	110
Tennessee	177	3	28	128	118	157	131	127	30	38
Texas	379	116	275	304	236	339	319	324	55	261
Utah	170	42	93	144	137	154	95	154	18	78
Vermont	96	4	25	85	69	83	26	89	13	74
Virginia	156	12	70	124	93	150	139	129	24	89
Washington	198	37	115	172	162	174	123	169	31	117
West Virginia	154	0	5	118	102	138	122	111	9	100
Wisconsin	164	13	41	129	93	154	138	153	27	114
Wyoming	131	11	29	108	79	119	56	120	17	102

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-74.--Weighted number of public schools offering a particular program or service, by state: 1993-94

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and prescriptive	After school programs	Medical health care
50 States and D.C.	80,221	14,387	34,466	65,321	49,208	71,982	57,111	66,661	19,274	47,422
Alabama	1,247	–	–	928	770	1,171	819	900	304	477
Alaska	478	289	231	364	311	425	364	417	–	243
Arizona	1,055	391	829	819	570	973	854	903	456	781
Arkansas	1,084	–	–	938	873	1,037	1,044	758	–	792
California	7,207	3,909	6,150	5,494	4,041	5,872	4,834	6,155	2,239	3,942
Colorado	1,329	334	742	1,036	638	1,168	896	1,113	–	697
Connecticut	951	–	540	885	726	872	524	881	284	712
Delaware	169	–	85	143	113	155	121	160	–	141
District of Columbia	158	–	–	141	105	131	126	114	–	98
Florida	2,319	602	1,414	1,502	1,121	2,146	1,586	1,846	1,101	1,174
Georgia	1,719	–	551	1,466	1,428	1,599	1,498	1,301	623	569
Hawaii	234	93	213	179	113	228	204	187	175	104
Idaho	573	151	302	524	461	497	356	502	–	307
Illinois	3,874	640	1,164	3,176	2,003	3,438	2834	3,316	711	2,396
Indiana	1,846	–	341	1,429	787	1,729	1,204	1,594	692	1,379
Iowa	1,512	–	278	1,214	703	1,383	1,457	1,295	–	1,065
Kansas	1,424	–	278	1,093	776	1,227	1,166	1,186	–	901
Kentucky	1,327	–	–	1,027	752	1,252	983	944	650	658
Louisiana	1,425	–	274	999	774	1,198	1,051	1,032	–	927
Maine	704	–	192	602	434	653	384	580	–	492
Maryland	1,185	–	574	973	764	1,018	935	1,008	516	605
Massachusetts	1,689	347	932	1,416	979	1,507	505	1,547	441	1,262
Michigan	3,159	631	1,093	2,591	2,141	2,896	1,779	2,780	604	677
Minnesota	1,492	–	497	1,304	1,261	1,375	905	1,268	427	927
Mississippi	932	–	–	775	715	797	636	556	–	415
Missouri	2,064	–	407	1,502	986	1,966	1,198	1,730	581	1,314
Montana	846	–	–	671	647	758	483	695	–	408
Nebraska	1,277	–	–	944	696	1,085	542	1,066	–	958
Nevada	362	–	244	284	155	309	261	308	159	246
New Hampshire	445	–	149	406	261	416	143	419	–	354

Table E-74.--Weighted number of public schools offering a particular program or service, by state: 1993-94, *continued*

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and prescriptive	After school programs	Medical health care
New Jersey	2,195	–	1,400	2,004	2,033	1,924	1,672	1,978	647	1,805
New Mexico	663	439	478	520	319	597	522	589	143	527
New York	3,904	833	2,571	3,707	2,925	3,432	1,945	3,289	888	2,537
North Carolina	1,927	–	704	1,581	874	1,867	1,676	1,458	825	1,142
North Dakota	574	–	–	465	393	504	106	475	–	176
Ohio	3,635	–	759	2,956	1,680	3,449	2,614	2,788	–	2,310
Oklahoma	1,759	285	458	1,334	1,059	1,714	1,596	1,326	295	569
Oregon	1,184	244	630	1,051	904	1,025	1,091	1,076	282	564
Pennsylvania	3,118	–	1,265	2,626	1,839	2,870	2,818	2,457	–	2,232
Rhode Island	295	–	150	267	113	256	127	287	–	228
South Carolina	1,073	–	305	1,027	999	1,020	888	847	–	744
South Dakota	657	–	–	536	502	571	580	528	–	403
Tennessee	1,516	–	–	1,177	1,035	1,339	1,232	1,112	313	290
Texas	5,886	1,893	4,181	4,620	3,279	5,334	4,910	5,132	1,215	4,002
Utah	651	141	355	582	544	576	358	584	–	355
Vermont	305	–	–	271	219	265	–	283	–	238
Virginia	1,679	–	722	1,461	974	1,600	1,560	1,384	–	906
Washington	1,791	322	1,055	1,567	1,438	1,454	1,086	1,590	352	1,109
West Virginia	898	0	–	679	580	763	726	668	–	588
Wisconsin	2,014	–	500	1,737	1,156	1,803	1,698	1,871	–	1,359
Wyoming	411	–	–	326	239	344	135	380	–	317

–Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-75.--Unweighted number of public school students participating in a particular program or service, by state: 1993-94

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	After school programs
50 States and D.C.	1,928,929	116,334	152,420	481,578	336,658	393,632	356,730	91,577
Alabama	48,609	21	167	18,140	11,724	11,794	5,104	1,659
Alaska	26,655	5,958	3,514	4,571	2,827	5,520	2,825	1,440
Arizona	77,998	10,125	14,910	18,486	8,700	10,008	12,311	3,458
Arkansas	30,180	39	163	9,109	6,584	5,639	8,014	632
California	155,063	24,520	35,998	24,870	23,543	19,361	22,237	4,534
Colorado	29,753	1,306	1,837	5,702	3,281	7,306	9,444	877
Connecticut	28,892	1,846	1,537	7,671	4,419	8,312	3,933	1,174
Delaware	17,436	124	319	4,613	3,040	3,726	4,342	1,272
District of Columbia	14,138	510	1,376	4,307	2,655	1,421	2,689	1,180
Florida	82,696	5,262	10,012	16,572	13,758	22,372	8,991	5,729
Georgia	42,488	178	1,057	11,691	10,469	9,108	7,828	2,157
Hawaii	35,971	1,446	4,155	7,476	2,140	4,223	4,722	11,809
Idaho	20,686	805	1,272	6,154	4,351	3,714	3,732	658
Illinois	47,185	3,055	3,484	10,731	6,612	10,995	9,608	2,700
Indiana	28,462	305	358	6,679	3,668	8,365	8,269	818
Iowa	16,723	140	501	4,077	1,746	5,271	4,560	428
Kansas	14,100	594	875	3,331	2,101	3,926	2,259	1,014
Kentucky	32,440	1,116	130	9,176	5,268	6,282	5,517	4,951
Louisiana	34,992	590	627	11,414	7,131	8,112	5,368	1,750
Maine	15,219	952	138	4,458	2,570	4,475	2,177	449
Maryland	38,108	216	1,502	7,825	7,149	7,098	12,332	1,986
Massachusetts	48,182	4,642	4,940	12,564	6,163	13,185	4,012	2,676
Michigan	34,931	1,283	661	9,496	7,691	7,908	6,582	1,310
Minnesota	32,935	988	1,570	7,937	5,766	6,031	9,317	1,326
Mississippi	50,341	771	468	18,954	14,532	8,240	5,943	1,433
Missouri	23,553	14	397	5,911	3,201	7,687	4,075	2,268
Montana	18,277	2,024	542	4,476	3,498	3,777	3,642	318
Nebraska	14,896	121	306	2,964	2,034	3,834	5,273	364
Nevada	26,638	1,929	4,170	6,665	3,120	4,650	4,037	2,067
New Hampshire	17,520	9	174	4,616	1,905	5,568	4,636	612

Table E-75.--Unweighted number of public school students participating in a particular program or service, by state: 1993-94, *continued*

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	After school programs
New Jersey	65,163	2,834	4,475	16,279	18,167	12,034	9,943	1,431
New Mexico	53,272	15,320	6,362	13,287	6,453	6,932	3,620	1,298
New York	112,019	9,388	15,181	27,406	20,008	21,406	15,840	2,790
North Carolina	40,992	1,032	720	10,713	5,855	9,592	9,416	3,664
North Dakota	12,292	758	215	3,897	2,519	2,823	1,635	445
Ohio	28,272	554	530	8,240	4,835	7,888	5,013	1,212
Oklahoma	39,619	2,047	1,327	9,221	6,547	8,938	10,048	1,491
Oregon	29,286	1,062	2,025	5,677	4,009	6,828	8,801	884
Pennsylvania	36,324	391	1,036	10,257	7,002	9,457	6,775	1,406
Rhode Island	13,274	461	2,065	4,179	1,254	2,921	2,187	207
South Carolina	43,869	25	243	11,504	12,704	7,452	10,819	1,122
South Dakota	15,529	278	372	4,977	3,607	3,073	3,006	216
Tennessee	35,183	67	130	11,420	9,114	7,872	4,653	1,927
Texas	102,853	7,870	13,124	25,635	19,019	16,144	17,517	3,544
Utah	44,207	737	1,027	10,043	8,334	6,152	16,225	1,689
Vermont	9,808	7	155	3,874	1,945	2,391	1,125	311
Virginia	34,341	105	1,314	7,902	5,090	9,375	9,616	939
Washington	41,204	1,946	3,856	10,705	8,316	6,930	8,038	1,413
West Virginia	20,052	0	17	5,802	4,690	6,082	3,082	379
Wisconsin	31,385	331	955	6,177	3,269	7,619	12,170	864
Wyoming	14,918	232	131	3,747	2,275	3,815	3,422	1,296

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-76.--Weighted number of public school students participating in a particular program or service, by state: 1993-94

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	After school programs
50 States and D.C.	16,905,768	1,278,373	1,650,736	4,526,677	2,871,518	2,862,212	2,675,964	1,040,289
Alabama	271,963	–	778	106,647	66,607	57,650	25,483	14,637
Alaska	60,702	13,593	7,834	11,055	6,946	11,788	6,063	3,422
Arizona	335,744	42,955	61,499	83,050	33,813	41,836	46,656	25,936
Arkansas	202,399	298	1,022	65,164	48,144	35,463	47,222	5,087
California	2,771,881	549,995	732,894	486,219	353,113	204,879	286,914	157,868
Colorado	200,106	10,658	13,723	43,630	18,227	47,010	56,380	10,478
Connecticut	158,617	9,102	9,678	45,710	23,136	41,245	18,979	10,767
Delaware	44,328	329	862	12,300	7,696	9,413	11,682	2,046
District of Columbia	39,311	1,355	3,868	12,080	7,548	4,019	6,997	3,444
Florida	845,964	57,981	105,002	189,588	148,402	167,962	84,610	92,419
Georgia	435,549	3,809	9,858	131,613	112,307	82,935	60,020	35,007
Hawaii	92,653	3,919	10,988	19,530	5,683	10,924	12,231	29,380
Idaho	61,203	2,273	4,169	21,263	13,011	10,869	7,934	1,683
Illinois	632,059	43,400	49,970	157,528	84,327	119,010	128,794	49,030
Indiana	261,167	1,954	2,451	82,535	33,551	67,269	60,517	12,890
Iowa	146,822	867	3,354	42,727	14,851	38,272	41,169	5,581
Kansas	108,303	3,420	6,541	32,820	17,469	25,884	13,222	8,947
Kentucky	291,172	13,188	1,273	95,511	49,274	46,035	41,634	44,257
Louisiana	267,913	5,895	4,524	97,903	58,965	47,223	32,870	20,533
Maine	67,644	3,433	553	22,934	12,107	17,479	8,936	2,201
Maryland	318,600	903	8,638	84,295	67,461	50,226	78,437	28,640
Massachusetts	330,973	24,744	28,570	105,961	48,172	80,461	25,892	17,173
Michigan	527,996	22,822	13,731	159,706	123,813	88,725	89,922	29,276
Minnesota	265,744	4,397	13,441	70,061	53,146	43,612	65,237	15,849
Mississippi	229,031	1,450	1,248	89,564	68,397	37,502	24,162	6,708
Missouri	273,777	–	4,249	80,694	43,521	77,908	32,255	34,966
Montana	60,553	6,349	1,513	16,237	11,840	12,199	11,215	1,200
Nebraska	83,009	482	1,190	20,315	12,310	19,982	25,810	2,920
Nevada	80,744	5,649	12,554	22,117	9,200	13,712	10,996	6,515
New Hampshire	55,508	–	534	15,192	5,952	16,584	15,159	2,063

Table E-76.--Weighted number of public school students participating in a particular program or service, by state: 1993-94, continued

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	After school programs
New Jersey	567,246	31,071	46407	140,094	145,017	85,144	94,516	24,997
New Mexico	179,304	51,956	21,003	46,645	22,371	21,026	11,365	4,939
New York	1,279,688	119,710	165,794	385,653	189,676	199,349	157,369	62,137
North Carolina	390,429	5,310	7,225	115,469	43,723	87,075	84,711	46,916
North Dakota	28,952	1,426	479	9,955	5,719	6,935	3,094	1,344
Ohio	478,746	12,392	5,994	153,995	66,421	128,419	88,186	23,340
Oklahoma	210,980	9,461	5,740	52,148	36,486	47,074	50,615	9,457
Oregon	174,069	5,504	10,609	40,395	22,285	40,013	47,132	8,131
Pennsylvania	529,382	2,319	11,498	180,821	110,041	122,986	88,784	12,932
Rhode Island	37,495	1,080	6,035	11,796	3,476	8,763	5,738	605
South Carolina	296,906	–	1,718	82,505	89,139	50,065	61,063	12,226
South Dakota	49,585	718	1,003	16,555	13,090	8,787	8,678	755
Tennessee	294,109	304	660	106,752	85,269	53,816	30,135	17,173
Texas	1,562,267	174,888	190,769	401,103	257,828	214,852	237,521	85,306
Utah	152,173	3,205	3,743	43,285	32,898	18,054	46,646	4,343
Vermont	27,534	–	370	11,075	5,203	6,552	3,408	907
Virginia	336,312	797	11,014	94,911	52,767	81,728	79,898	15,196
Washington	339,670	18,294	34,058	93,672	67,144	51,780	62,887	11,834
West Virginia	97,750	0	–	31,128	24,295	24,856	14,110	3,226
Wisconsin	319,116	3,475	9,710	75,507	34,914	69,013	115,613	10,883
Wyoming	32,622	668	257	9,262	4,767	7,850	7,099	2,717

–Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-77.--Unweighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1993-94

State	Chapter 1 Services		Free or reduced-price lunch	
	Schools	Students	Schools	Students
50 States and D.C.	4,771	533,697	8,018	1,508,597
Alabama	150	20,686	214	57,535
Alaska	79	4,363	130	11,324
Arizona	103	20,642	164	50,247
Arkansas	123	12,232	154	26,670
California	159	63,974	307	94,666
Colorado	62	4,621	144	19,630
Connecticut	85	5,489	123	13,156
Delaware	41	3,700	62	11,572
District of Columbia	31	7183	52	16,496
Florida	88	16,388	212	68,253
Georgia	78	12,221	153	47,268
Hawaii	35	5,381	85	20,678
Idaho	113	6,328	148	18,700
Illinois	132	12,540	206	34,576
Indiana	74	5,214	156	22,798
Iowa	85	3,772	146	13,893
Kansas	63	2,998	145	14,569
Kentucky	86	9,895	143	32,874
Louisiana	98	11,606	190	55,815
Maine	85	4,541	121	13,069
Maryland	27	5,078	132	21,863
Massachusetts	102	8,844	197	25,504
Michigan	127	13,266	191	29,957
Minnesota	87	6,043	146	21,042
Mississippi	152	29,499	183	65,400
Missouri	79	6,718	160	23,084
Montana	137	6,215	153	13,498
Nebraska	71	2,431	120	11,025
Nevada	40	3,307	88	15,827
New Hampshire	76	4,597	110	8,090
New Jersey	87	12,649	148	25,047
New Mexico	105	13,098	148	40,137
New York	190	33,416	238	70,038
North Carolina	89	11,643	179	35,236
North Dakota	121	4,575	151	11,217
Ohio	87	6,245	161	25,114
Oklahoma	221	11,670	285	39,531
Oregon	100	6,955	144	18,004
Pennsylvania	100	11,210	155	34,689
Rhode Island	50	3,530	81	11,405
South Carolina	50	6,684	128	34,897
South Dakota	101	5,002	144	13,378
Tennessee	77	10,663	171	37,385
Texas	198	31,158	361	85,761
Utah	67	10,860	164	32,049
Vermont	78	3,003	85	7,099
Virginia	55	5,410	138	25,402
Washington	105	9,499	183	28,695
West Virginia	76	5,398	148	24,890
Wisconsin	88	8,750	152	19,503
Wyoming	58	2,507	119	10,041

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

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Table E-78.--Weighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1993-94

State	Chapter 1 Services		Free or reduced-price lunch	
	Schools	Students	Schools	Students
50 States and D.C.	49,557	5,847,768	74,242	13,585,770
Alabama	905	130,473	1,222	308,589
Alaska	206	10,436	357	26,393
Arizona	344	94,129	954	241,436
Arkansas	910	87,998	1,077	178,610
California	3,788	1,186,800	6,613	1,832,087
Colorado	646	38,186	1,144	151,612
Connecticut	591	36,246	806	79,321
Delaware	111	9,900	166	28,655
District of Columbia	91	19,268	148	44,273
Florida	1,087	219,759	2,214	722,610
Georgia	999	159,900	1,615	445,507
Hawaii	100	14,731	234	51,955
Idaho	433	20,979	538	57,767
Illinois	2,544	203,787	3,519	518,176
Indiana	1,136	75,339	1,782	235,828
Iowa	1,007	43,408	1,429	123,835
Kansas	796	35,875	1,405	116,560
Kentucky	854	100,890	1,284	275,694
Louisiana	778	118,088	1,344	396,066
Maine	530	25,180	616	56,764
Maryland	--	66,613	1,160	183,955
Massachusetts	1,123	82,001	1,608	164,109
Michigan	2,076	207,079	2,953	415,941
Minnesota	985	64,586	1,350	166,055
Mississippi	784	143,017	884	283,111
Missouri	1,164	100,264	2,013	273,953
Montana	617	21,323	717	47,775
Nebraska	651	20,256	909	66,993
Nevada	139	11,667	295	53,389
New Hampshire	314	15,550	411	26,899
New Jersey	1,489	149,904	1,917	270,769
New Mexico	472	50,882	608	141,619
New York	3,092	543,373	3,547	985,822
North Carolina	1,246	128,272	1,917	351,581
North Dakota	424	11,778	503	29,320
Ohio	2,366	165,827	3,324	441,385
Oklahoma	1,294	65,481	1,660	211,041
Oregon	846	45,497	1,087	123,868
Pennsylvania	2,329	235,017	2,805	545,637
Rhode Island	165	9,573	276	31,509
South Carolina	526	67,527	980	246,661
South Dakota	434	17,578	569	41,093
Tennessee	874	114,103	1,457	293,170
Texas	3,233	517,440	5,729	1,314,698
Utah	328	43,359	639	113,327
Vermont	258	8,957	264	20,177
Virginia	900	77,916	1,532	254,746
Washington	1,003	84,194	1,563	234,290
West Virginia	523	36,028	873	121,531
Wisconsin	1,291	104,677	1,886	215,871
Wyoming	176	6,656	342	23,743

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-79.--Unweighted number of public high schools with 12th grade students, graduation rate and college application rate of 1992-93 seniors, by state: 1993-94

State	Number of schools with 12th grade students	Average graduation rate of 1992-93 seniors	Average college application rate of 1992-93 seniors
50 States and D.C.	3,522	91.9	53.5
Alabama	129	93.3	47.6
Alaska	94	88.9	37.1
Arizona	59	89.3	49.9
Arkansas	56	95.0	48.4
California	146	79.8	48.4
Colorado	68	90.7	54.6
Connecticut	58	96.7	62.1
Delaware	19	79.2	44.8
District of Columbia	8	87.3	64.3
Florida	113	72.5	34.8
Georgia	82	95.4	49.6
Hawaii	13	89.6	55.8
Idaho	58	96.8	55.2
Illinois	75	84.0	44.8
Indiana	74	91.5	50.8
Iowa	69	96.1	66.0
Kansas	61	96.9	68.8
Kentucky	61	91.6	48.3
Louisiana	103	93.1	47.7
Maine	60	93.8	54.6
Maryland	55	94.8	55.3
Massachusetts	113	95.6	66.4
Michigan	85	92.8	57.0
Minnesota	65	93.5	61.5
Mississippi	91	93.7	52.3
Missouri	76	96.9	53.0
Montana	52	95.9	60.9
Nebraska	61	96.2	68.8
Nevada	29	79.3	42.6
New Hampshire	29	96.5	63.2
New Jersey	60	96.1	58.8
New Mexico	49	94.4	51.2
New York	137	94.9	66.6
North Carolina	68	93.7	54.5
North Dakota	69	95.9	71.2
Ohio	77	92.5	48.7
Oklahoma	99	96.6	47.8
Oregon	66	90.5	49.9
Pennsylvania	69	95.3	52.6
Rhode Island	13	95.3	61.8
South Carolina	59	90.3	50.8
South Dakota	60	92.4	63.6
Tennessee	80	95.8	45.7
Texas	189	92.9	54.3
Utah	47	87.8	49.7
Vermont	23	95.4	60.3
Virginia	64	89.7	54.0
Washington	78	87.3	47.5
West Virginia	50	95.6	46.5
Wisconsin	68	93.2	60.8
Wyoming	35	92.7	57.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-80.--Weighted number of public high schools with 12th grade students, graduation rate and college application rate of 1992-93 seniors, by state: 1993-94

State	Number of schools with 12th grade student	Average graduation rate of 1992-93 seniors	Average college application rate of 1992-93 seniors
50 States and D.C.	17,496	91.4	53.2
Alabama	411	93.2	47.6
Alaska	255	89.5	37.1
Arizona	168	89.9	48.1
Arkansas	323	95.4	46.3
California	1,456	79.1	46.2
Colorado	231	89.7	55.2
Connecticut	187	97.2	54.7
Delaware	47	72.6	44.4
District of Columbia	–	++	++
Florida	479	71.4	34.3
Georgia	325	94.9	48.9
Hawaii	–	++	++
Idaho	152	97.5	53.8
Illinois	694	90.5	57.3
Indiana	408	90.2	50.1
Iowa	387	96.9	65.7
Kansas	326	97.6	70.2
Kentucky	265	87.7	47.7
Louisiana	359	93.9	47.0
Maine	155	87.3	49.2
Maryland	182	94.7	54.6
Massachusetts	298	94.6	64.5
Michigan	617	93.4	59.7
Minnesota	449	94.8	62.0
Mississippi	319	91.6	53.8
Missouri	605	97.3	52.5
Montana	163	95.9	61.6
Nebraska	359	96.1	69.5
Nevada	–	++	++
New Hampshire	–	++	++
New Jersey	340	96.5	63.3
New Mexico	123	94.5	54.8
New York	828	94.8	68.3
North Carolina	341	93.5	54.2
North Dakota	196	96.0	72.2
Ohio	844	93.7	50.0
Oklahoma	442	97.3	49.1
Oregon	249	87.7	48.6
Pennsylvania	635	97.4	49.9
Rhode Island	–	++	++
South Carolina	223	89.1	49.4
South Dakota	178	91.4	64.0
Tennessee	334	94.9	44.9
Texas	1,244	93.9	49.9
Utah	120	82.9	45.5
Vermont	–	++	++
Virginia	335	86.0	50.6
Washington	430	79.5	40.8
West Virginia	154	96.2	44.8
Wisconsin	464	94.0	61.4
Wyoming	85	91.5	58.7

–Too few sample cases (fewer than 30) for a reliable estimate.
+Not applicable.
NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Private School Survey

Selected Unweighted and Weighted Tables

Table E-81.--Unweighted number of private K-12 teachers by level: 1993-94

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	61,125	20,258	18,678	22,189
Number of full-time K-12 teachers	48,192	15,099	14,913	18,180
Number of part-time K-12 teachers	12,933	5,159	3,765	4,009

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-82.--Weighted number of private K-12 teachers by level: 1993-94

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	378,365	179,114	69,205	130,046
Number of full-time K-12 teachers	299,779	141,619	54,955	103,206
Number of part-time K-12 teachers	78,586	37,495	14,251	26,840

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-83.--Unweighted number of private schools, students, and K-12 teachers by private school type: 1993-94

Private school type	Schools	Students	Total number K-12 teachers
Total	2,585	716,049	61,125
Catholic			
Parochial	408	123,300	7,020
Diocesan	263	114,162	6,893
Private order	147	81,693	5,926
Other religious			
Conservative Christian	248	47,012	3,770
Affiliated	574	139,474	13,726
Unaffiliated	329	61,422	5,362
Non-sectarian			
Regular	297	111,904	12,777
Special emphasis	150	21,663	2,648
Special education	169	15,419	3,003

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-84.--Weighted number of private schools, students, and K-12 teachers by private school type: 1993-94

Private school type	Schools	Students	Total number K-12 teachers
Total	26,093	4,970,548	378,365
Catholic			
Parochial	5,109	1,386,668	77,261
Diocesan	2,436	791,605	46,452
Private order	806	337,756	25,809
Other religious			
Conservative Christian	4,664	641,828	51,936
Affiliated	3,437	580,666	51,693
Unaffiliated	4,079	463,575	37,722
Non-sectarian			
Regular	2,484	539,785	55,330
Special emphasis	1,788	141,929	16,991
Special education	1,290	86,738	15,173

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Public School Teacher Survey

Selected Unweighted and Weighted Tables

Table E-85.--Unweighted number of elementary public school teachers, by employment status and teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	15,703	14,199	1,504
Itinerant	862	0	862
Long term substitute	66	57	9
Regular	14,775	14,142	633

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-86.--Weighted number of elementary public school teachers, by employment status and teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	1,308,391	1,193,256	115,135
Itinerant	68,707	0	68,707
Long term substitute	5,639	4,945	--
Regular	1,234,045	1,188,311	45,734

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-87.--Unweighted number of secondary public school teachers, by employment status and by teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	30,496	28,528	1,968
Itinerant	738	0	738
Long term substitute	96	81	15
Regular	29,662	28,447	1,215

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-88.--Weighted number of secondary public school teachers, by employment status and by teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	1,211,856	1,147,187	64,670
Itinerant	27,917	0	27,917
Long term substitute	6,331	5,768	--
Regular	1,177,608	1,141,419	36,190

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-89.--Unweighted number of all public school teachers, by employment status and by teacher type: 1993-94

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	46,199	42,727	3,472
Itinerant	1,600	0	1,600
Long term substitute	162	138	24
Regular	44,437	42,589	1,848

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-90.--Weighted number of all public school teachers, by employment status and by teacher type: 1993-94

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	2,520,247	2,340,443	179,805
Itinerant	96,624	0	96,624
Long term substitute	11,970	10,713	--
Regular	2,411,653	2,329,730	81,924

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-91.--Unweighted number of elementary public school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	16,030	492	610	930	885	13,113
Male	2,081	71	55	85	139	1,731
Female	13,949	421	555	845	746	11,382

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-92.--Weighted number of elementary public school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	1,331,281	10,668	15,456	104,246	61,648	1,139,263
Male	154,788	1,513	1,498	8,821	9,752	133,204
Female	1,176,492	9,155	13,958	95,425	51,896	1,006,059

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-93.--Unweighted number of secondary public school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	31,075	485	610	1,678	947	27,355
Male	14,238	228	257	582	432	12,739
Female	16,837	257	353	1,096	515	14,616

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-94.--Weighted number of secondary public school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	1,230,013	9,395	12,055	84,125	47,096	1,077,342
Male	539,310	4,811	5,169	28,412	20,944	479,974
Female	690,703	4,584	6,886	55,713	26,152	597,368

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-95.--Unweighted number of all public school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	47,105	977	1,220	2,608	1,832	40,468
Male	16,319	299	312	667	571	14,470
Female	30,786	678	908	1,941	1,261	25,998

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-96.--Weighted number of all public school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	2,561,294	20,064	27,510	188,371	108,744	2,216,605
Male	694,098	6,324	6,667	37,233	30,696	613,178
Female	1,867,195	13,739	20,843	151,138	78,048	1,603,426

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-97.--Unweighted number of elementary public school teachers, by highest degree earned and by main assignment field: 1993-94

	Highest degree earned		
Main assignment field	Total	Less or equal to bachelor's	Master's or higher
Total	16,030	9,599	6,431
Pre-kindergarten Elementary	10,094	6,341	3,753
Vocational Education	29	17	12
Specialty Areas	2,820	1,674	1,146
English	392	213	179
Math	207	122	85
Social Studies	85	51	34
Foreign Language	44	30	14
Science	103	61	42
Special Education	2,059	1,006	1,053
All others	197	84	113

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-98.--Weighted number of elementary public school teachers, by highest degree earned and by main assignment field: 1993-94

	Highest degree earned		
Main assignment field	Total	Less or equal to bachelor's	Master's or higher
Total	1,331,281	741,897	589,384
Pre-kindergarten Elementary	880,986	516,755	364,231
Vocational Education	--	--	--
Specialty Areas	225,845	121,615	104,231
English	21,388	10,791	10,597
Math	18,053	9,843	8,211
Social Studies	6,970	4,028	2,943
Foreign Language	3,287	1,990	1,297
Science	9,511	4,585	4,926
Special Education	147,541	64,922	82,618
All others	16,714	6,828	9,886

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-99.--Unweighted number of secondary public school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	31,075	16,105	14,970
Pre-kindergarten Elementary	40	28	12
Vocational Education	3,517	1,986	1,531
Specialty Areas	6,596	3,649	2,947
English	4,667	2,414	2,253
Math	3,914	2,049	1,865
Social Studies	3,400	1,725	1,675
Foreign Language	1,484	740	744
Science	3,519	1,736	1,783
Special Education	3,229	1,414	1,815
All others	709	364	345

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-100.--Weighted number of secondary public school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	1,230,013	607,867	622,146
Pre-kindergarten Elementary	1,444	–	–
Vocational Education	120,067	64,327	55,740
Specialty Areas	271,375	140,508	130,867
English	189,182	95,460	93,722
Math	158,775	77,755	81,020
Social Studies	137,580	65,441	72,139
Foreign Language	59,197	27,826	31,371
Science	143,049	69,151	73,897
Special Education	122,560	52,817	69,743
All others	26,785	13,390	13,395

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-101.--Unweighted number of all public school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	47,105	25,704	21,401
Pre-kindergarten Elementary	10,134	6,369	3,765
Vocational Education	3,546	2,003	1,543
Specialty Areas	9,416	5,323	4,093
English	5,059	2,627	2,432
Math	4,121	2,171	1,950
Social Studies	3,485	1,776	1,709
Foreign Language	1,528	770	758
Science	3,622	1,797	1,825
Special Education	5,288	2,420	2,868
All others	906	448	458

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-102.--Weighted number of all public school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	2,561,294	1,349,763	1,211,530
Pre-kindergarten Elementary	882,430	517,947	364,483
Vocational Education	121,052	64,867	56,185
Specialty Areas	497,220	262,123	235,098
English	210,569	106,251	104,318
Math	176,828	87,598	89,230
Social Studies	144,550	69,469	75,082
Foreign Language	62,484	29,816	32,668
Science	152,559	73,736	78,823
Special Education	270,101	117,739	152,362
All others	43,499	20,218	23,281

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-103.–Unweighted number of public school teachers, by level and by teaching experience: 1993-94

Teaching experience	Level		
	Total	Elementary	Secondary
Total	47,105	16,030	31,075
Experienced	40,989	13,878	27,111
New	6,116	2,152	3,964

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-104.–Weighted number of public school teachers, by level and by teaching experience: 1993-94

Teaching experience	Level		
	Total	Elementary	Secondary
Total	2,561,294	1,331,281	1,230,013
Experienced	2,248,369	1,168,004	1,080,366
New	312,924	163,277	149,647

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Private School Teacher Survey

Selected Unweighted and Weighted Tables

Table E-105.--Unweighted number of elementary private school teachers, by employment status and teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	4,682	3,816	866
Itinerant	52	0	52
Long term substitute	7	++	5
Regular	4,623	3,814	809

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-106.--Weighted number of elementary private school teachers, by employment status and teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	214,743	179,935	34,807
Itinerant	2,601	0	2,601
Long term substitute	--	--	--
Regular	211,882	179,882	32,000

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-107.--Unweighted number of secondary private school teachers, by employment status and by teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	3,259	2,702	557
Itinerant	19	0	19
Long term substitute	8	6	++
Regular	3,232	2,696	536

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-108.--Weighted number of secondary private school teachers, by employment status and by teacher type: 1993-94

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	145,730	122,496	145,518
Itinerant	--	0	--
Long term substitute	--	--	--
Regular	144,793	122,283	22,510

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-109.--Unweighted number of all private school teachers, by employment status and by teacher type: 1993-94

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	7,941	6,518	1,423
Itinerant	71	0	71
Long term substitute	15	8	7
Regular	7,855	6,510	1,345

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-110.--Weighted number of all private school teachers, by employment status and by teacher type: 1993-94

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	360,473	302,431	58,042
Itinerant	3,160	0	3,160
Long term substitute	--	--	--
Regular	356,675	302,165	54,510

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-111.--Unweighted number of elementary private school teachers, by race/ethnicity and by sex: 1993-94

Sex	Race/ethnicity					
	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	4,831	29	100	162	141	4,399
Male	633	6	6	28	17	576
Female	4,198	23	94	134	124	3,823

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-112.--Weighted number of elementary private school teachers, by race/ethnicity and by sex: 1993-94

Sex	Race/ethnicity					
	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	221,036	781	2,731	8,157	6,124	203,242
Male	24,602	--	--	--	--	22,286
Female	196,434	610	2,533	6,798	5,538	180,956

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-113.--Unweighted number of secondary private school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	3,541	21	83	94	140	3,203
Male	1,662	9	38	51	67	1,497
Female	1,879	12	45	43	73	1,706

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-114.--Weighted number of secondary private school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	157,329	--	2,436	3,506	6,097	144,569
Male	68,528	--	1,029	2,053	2,501	62,587
Female	88,801	--	1,407	1,453	3,595	81,983

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-115.--Unweighted number of all private school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	8,372	50	183	256	281	7,602
Male	2,295	15	44	79	84	2,073
Female	6,077	35	139	177	197	5,529

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-116.--Weighted number of all private school teachers, by race/ethnicity and by sex: 1993-94

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	378,365	1,502	5,167	11,664	12,221	347,811
Male	93,130	--	1,228	3,413	3,088	84,873
Female	285,235	974	3,939	8,251	9,133	262,939

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-117.--Unweighted number of elementary private school teachers, by highest degree earned and by main assignment field: 1993-94

	Highest degree earned		
Main assignment field	Total	Less or equal to bachelor's	Master's or higher
Total	4,831	3,590	1,241
Pre-kindergarten Elementary	3,262	2,492	770
Vocational Education	6	5	++
Specialty Areas	839	618	221
English	117	86	31
Math	127	84	43
Social Studies	55	35	20
Foreign Language	88	64	24
Science	82	57	25
Special Education	195	108	87
All others	60	41	19

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-118.--Weighted number of elementary private school teachers, by highest degree earned and by main assignment field: 1993-94

	Highest degree earned		
Main assignment field	Total	Less or equal to bachelor's	Master's or higher
Total	221,036	164,841	56,196
Pre-kindergarten Elementary	149,395	114,560	34,835
Vocational Education	--	--	--
Specialty Areas	40,089	29,880	10,209
English	5,166	3,880	1,287
Math	5,348	3,604	1,744
Social Studies	2,365	1,498	867
Foreign Language	3,644	2,779	864
Science	3,729	2,434	1,295
Special Education	8,231	4,250	3,981
All others	2,803	1,699	--

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-119.--Unweighted number of secondary private school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	3,541	1,870	1,671
Pre-kindergarten Elementary	3	++	++
Vocational Education	84	59	25
Specialty Areas	837	426	411
English	593	313	280
Math	571	319	252
Social Studies	424	222	202
Foreign Language	324	153	171
Science	466	242	224
Special Education	156	95	61
All others	83	40	43

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-120.--Weighted number of secondary private school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	157,329	83,415	73,914
Pre-kindergarten Elementary	--	--	--
Vocational Education	3,566	2,600	967
Specialty Areas	34,421	18,061	16,360
English	27,912	14,395	13,517
Math	26,470	14,553	11,917
Social Studies	20,002	10,767	9,235
Foreign Language	14,418	7,267	7,151
Science	19,579	9,704	9,875
Special Education	7,410	4,388	3,022
All others	3,080	1,472	1,608

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

BEST COPY AVAILABLE

Table E-121.--Unweighted number of all private school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	8,372	5,460	2,912
Pre-kindergarten Elementary	3,265	2,493	772
Vocational Education	90	64	26
Specialty Areas	1,676	1,044	632
English	710	399	311
Math	698	403	295
Social Studies	479	257	222
Foreign Language	412	217	195
Science	548	299	249
Special Education	351	203	148
All others	143	81	62

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-122.--Weighted number of all private school teachers, by highest degree earned and by main assignment field: 1993-94

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	378,365	248,255	130,110
Pre-kindergarten Elementary	149,865	114,768	35,097
Vocational Education	3,834	2,855	--
Specialty Areas	74,510	47,941	26,569
English	33,079	18,275	14,804
Math	31,818	18,157	13,661
Social Studies	22,366	12,265	10,102
Foreign Language	18,062	10,047	8,015
Science	23,308	12,139	11,170
Special Education	15,641	8,638	7,003
All others	5,883	3,171	2,712

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-123.--Unweighted number of private school teachers, by level and by teaching experience: 1993-94

Teaching experience	Level		
	Total	Elementary	Secondary
Total	8,372	4,831	3,541
Experienced	6,348	3,641	2,707
New	2,024	1,190	834

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-124.--Weighted number of private school teachers, by level and by teaching experience: 1993-94

Teaching experience	Level		
	Total	Elementary	Secondary
Total	378,365	221,036	157,329
Experienced	302,449	175,027	127,422
New	75,916	46,009	29,907

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Appendix F. Questionnaires

Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs) (SASS 1A)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **SASS-1A**
(9-14-93)

U.S. Department of Education
National Center for Education Statistics

TEACHER DEMAND AND SHORTAGE QUESTIONNAIRE FOR PUBLIC SCHOOL DISTRICTS (LEAS)

SCHOOLS AND STAFFING SURVEY 1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

PLEASE COMPLETE THIS QUESTIONNAIRE WITH INFORMATION ABOUT:

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Counseling Association
American Federation of Teachers
Council of Chief State School Officers
Council of the Great City Schools
National Association of Elementary School Principals
National Association of Secondary School Principals
National Center for Improving Science Education
National Education Association
National Science Foundation

DEAR DISTRICT ADMINISTRATOR:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about school districts, such as enrollment and teacher counts, teaching vacancies, and district policies (e.g., graduation requirements and teacher pay incentives). We will report your data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOUR DISTRICT PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school districts. Therefore, the value of your individual contribution is greatly increased because it may represent many other districts. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Mail your completed questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

EMERSON J. ELLIOTT
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

Public reporting burden for this collection of information is estimated to average 2 hours, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

INSTRUCTIONS

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). If you prefer, you may call the SASS coordinator for your state. A list of state SASS coordinators and their phone numbers is enclosed.

Please return this questionnaire within 2 weeks in the enclosed envelope.

1. YOUR NAME:

____

TITLE:

____

AREA CODE: TELEPHONE NUMBER:

__|__|__ – __|__|__ – __|__|__|__

BEST TIME TO REACH YOU (if we have questions about any of your responses):

DAYS: ______________ TIME: ______________ a.m. p.m.

2. If any of the following statements are true for the district named on the front of this questionnaire, please mark the appropriate box.

Mark (X) all that apply.

0050 1 ☐ This district does not employ any teachers.
0055 2 ☐ This district serves only prekindergarten and/or kindergarten students.
0060 3 ☐ This district serves only postsecondary (beyond grade 12) or adult education students.
0065 4 ☐ This district has merged with another.
0070 5 ☐ This district is no longer in operation.
0080 6 ☐ The agency or organization named on the front of this questionnaire is not a school district or local education agency (LEA).

3. If you marked any of the statements above, please call the Bureau of the Census at 1 – 800 – 221 – 1204 between 8:30 a.m. and 5:00 p.m. (Eastern Time).

If you did not mark any of the above statements, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. Please record the current date and time. ↙

____

SECTION A – ENROLLMENT INFORMATION

NOTE – For the remainder of this questionnaire, answer only for grades K – 12 (or comparable ungraded levels) EXCEPT for items 22 – 24. If this district has any programs for prekindergarten-age children, you are asked to include these children in items 22 – 24; do not include them in any other items. Do not include postsecondary (beyond grade 12) or adult education students in any items on this questionnaire.

5. How many students were enrolled in this district in each of the grade levels listed below around the first of October?

Report only for the district named on the front page.

Please refer to your official fall report. By official fall report, we mean the report that you are required to submit by law to the state department of education. Its name varies by state.

Report students in head counts, not FTEs.

Do NOT include prekindergarten, postsecondary, or adult education students in this item.

	Grade Levels	Grades offered around October 1, 1993	Enrollment around October 1, 1993
a.	Ungraded (including ungraded special education students)	0115 1☐	0120
b.	Kindergarten	0125 1☐	0130
c.	1st	0135 1☐	0140
d.	2nd	0145 1☐	0150
e.	3rd	0155 1☐	0160
f.	4th	0165 1☐	0170
g.	5th	0175 1☐	0180
h.	6th	0185 1☐	0190
i.	7th	0195 1☐	0200
j.	8th	0205 1☐	0210
k.	9th	0215 1☐	0220
l.	10th	0225 1☐	0230
m.	11th	0235 1☐	0240
n.	12th	0245 1☐	0250

6. What was the total number of students enrolled in this district around the first of October?

Please sum lines 5(a) through 5(n). 0255 ______________________ Students

SECTION A – ENROLLMENT INFORMATION – CONTINUED

7. Around the first of October, how many students were:

Do not include prekindergarten, postsecondary, or adult education students.

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0405 0 ☐ None or ____________________ Students

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

0410 0 ☐ None or ____________________ Students

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0415 0 ☐ None or ____________________ Students

d. Black, not of Hispanic origin?

0420 0 ☐ None or ____________________ Students

e. White, not of Hispanic origin?

0425 0 ☐ None or ____________________ Students

8. How many days are in the school year for students in this district?

0465 ________ Days per year

9. Does this district release standardized student test results to the general public at least annually?

Do not include the sharing of individual test results with parents.

0480 1 ☐ Yes
2 ☐ No

SECTION B – TEACHERS

INSTRUCTIONS FOR ITEMS 10 – 16

Please read these instructions before answering items 10 – 16.

Answer items 10 – 16 in FTE (full-time equivalent) teacher counts. Record all FTE counts to the nearest tenth, e.g., 15.0, 230.5, 78.6, etc. If your answer is a whole number, please enter a zero to the right of the decimal point (25.0, 1000.0, 28.0, 754.0).

FULL-TIME EQUIVALENT (FTE) describes the number of teaching positions in terms of an average full-time position. The FTE for an individual teacher is derived by dividing the amount of time he/she works as a teacher each week by the amount of time normally required for a full week. For example, if a full-time teacher in this district is required to work 35 hours per week, count:

- a teacher working 35 hours as 1.0.
- a teacher working 21 hours as 0.6.
- a teacher working 15 hours as a kindergarten teacher and 9 hours as a prekindergarten teacher as 0.4 for kindergarten; do not include the time spent teaching prekindergarten in items 10 – 16.
- a person who spends 28 hours as a high school English teacher and 7 hours as a guidance counselor as 0.8; do not include the time he/she spends as a guidance counselor.
- a principal who spends 5 hours teaching and 30 hours on his/her duties as principal as 0.1.

Staff to be INCLUDED:

- In addition to regular classroom teachers, be sure to include FTEs for other types of teachers, such as special education, Chapter 1, physical education, and music.

Staff to be EXCLUDED:

Exclude FTEs for –

- Prekindergarten (and lower levels)
- Postsecondary (beyond grade 12)
- Adult education
- Counselors
- Library media specialists/librarians
- Speech therapists
- Administrators and other nonteaching personnel
- Teacher aides
- Day care aides
- Short-term substitute teachers
- Student teachers

10. How many FTE teachers were employed by this district for each of these levels around October 1 of this school year?

a. Ungraded (including ungraded special education)

0995 0 ☐ None or ___ , ___ . ___ FTE teachers

b. Kindergarten

1000 0 ☐ None or ___ , ___ . ___ FTE teachers

c. Grades 1-12

1005 0 ☐ None or ___ , ___ . ___ FTE teachers

d. Total FTE Teachers (for levels listed above)

Please sum items 10a through 10c.

1010 ___ , ___ . ___ Total FTE teachers

SECTION B – TEACHERS – CONTINUED

11. Of the total FTE teachers reported in item 10d, how many held regular or standard STATE certification in their fields of assignment around October 1?

Count a teacher as certified if he/she has met this state's regular or standard certification requirements in his/her assigned field. Include those who have completed all necessary course work and practice teaching, and are eligible for full certification upon completion of a probationary period.

Do NOT count teachers who have only emergency or other nonstandard certification.

1015 ☐ None or ____ , ______ . ___ FTE teachers

12. Of the total FTE teachers reported in item 10d, how many were itinerant teachers around October 1?

An itinerant teacher is one who teaches at two or more schools, such as a music teacher who teaches at a middle school and a high school, or a kindergarten teacher who has a morning class at one elementary school and an afternoon class at another.

1025 ☐ None or ____ , ______ . ___ FTE teachers

13a. Around October 1 of this school year, how many FTE teaching positions were vacant or temporarily filled by a substitute teacher because suitable candidates could not be found?

1030 ☐ None or ____ , ______ . ___ FTE positions

b. How many FTE teaching positions were abolished or withdrawn between the start of the hiring season and October 1 of this school year (or your fall reporting date) because suitable candidates could not be found?

1035 ☐ None or ______ . ___ FTE positions

14. How many FTE teaching positions were abolished, withdrawn, or filled by a substitute teacher because of budget cuts?

1040 ☐ None or ____ , ______ . ___ FTE positions

15a. As of October 1 of this school year (or your fall reporting date), how many FTE teachers were NEWLY HIRED by this school district for this school year?

Newly hired refers to teachers employed by this school district for this school year, but not last school year. Include teachers returning from unpaid leave of absence of one school year or more. Do not include substitute teachers.

1045 ☐ None ⟶ ***GO to item 16, page 8.***

OR

1050 ____ , ______ . ___ FTE teachers

b. How many of these NEWLY HIRED FTE teachers hold regular or standard state certification in their fields of assignment?

Count a teacher as certified if he/she has met this state's regular or standard certification requirements in his/her assigned field. Include those who have completed all necessary course work and practice teaching, and are eligible for full certification upon completion of a probationary period.

Do NOT count teachers who have only emergency or other nonstandard certification.

1055 ☐ None or ____ , ______ . ___ FTE teachers

SECTION B – TEACHERS – CONTINUED

15c. How many of these NEWLY HIRED FTE teachers hold emergency certificates?

An emergency certificate is one given to persons with insufficient teacher preparation, who must complete a certification program in order to continue teaching.

Do not include those participating in an alternate route certification program.

1065 0 ☐ None or ___ , ___|___|___ . ___ FTE teachers

16. At the end of LAST SCHOOL YEAR, how many FTE teachers were laid off?

Count teachers whose contracts were not renewed at the end of the 1992-93 school year because of budget limitations, declining enrollment, or elimination of courses. Do NOT include teachers who were fired or whose contracts were not renewed because of performance reasons.

1070 0 ☐ None or ___ , ___|___|___ . ___ FTE teachers

17. Around the first of October, how many part-time and full-time teachers in this district were:

Record HEAD COUNTS, not FTEs.

Do not include teachers who teach ONLY prekindergarten, postsecondary or adult education.

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

1075 0 ☐ None or ________________ Teachers

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

1080 0 ☐ None or ________________ Teachers

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

1085 0 ☐ None or ________________ Teachers

d. Black, not of Hispanic origin?

1090 0 ☐ None or ________________ Teachers

e. White, not of Hispanic origin?

1095 0 ☐ None or ________________ Teachers

SECTION B – TEACHERS – CONTINUED

18. **Which of the following criteria are used in considering applicants for teaching positions in this district?**

a. **Full standard state certification for field to be taught**

1225 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. **At least emergency or temporary state certification or endorsement for field to be taught**

1230 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. **Graduation from a state-approved teacher education program**

1235 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. **College major or minor in field to be taught**

1240 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. **Passage of a STATE test of basic skills**

1245 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

f. **Passage of a STATE test of subject knowledge**

1250 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

g. **Passage of a local DISTRICT test of basic skills or subject knowledge**

1255 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

h. **Passage of the National Teachers Examination – Core battery**

1260 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

i. **Passage of the National Teachers Examination – Professional Specialty Area**

1265 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

SECTION C – LIBRARY MEDIA SPECIALISTS/LIBRARIANS

INSTRUCTIONS FOR ITEMS 19 – 21

Report counts for LIBRARY MEDIA SPECIALISTS/LIBRARIANS in FTEs.

See the instructions for items 10 – 16 on page 6 for a definition of FTE and how to calculate your answers.

19. **Around October 1 of this school year, how many FTE library media specialists/librarians were employed by this district?**

1270 0 ☐ None or ___ , ___ ___ ___ . ___ FTEs

20a. **Around October 1 of this school year, how many FTE library media specialist/librarian positions were vacant or temporarily filled by a substitute because suitable candidates could not be found?**

1275 0 ☐ None or ___ ___ ___ . ___ FTE positions

b. **How many FTE library media specialist/librarian positions were abolished or withdrawn between the start of the hiring season and October 1 of this school year because suitable candidates could not be found?**

1280 0 ☐ None or ___ ___ ___ . ___ FTE positions

21. **At the end of LAST SCHOOL YEAR, how many FTE library media specialists/librarians were laid off?**

Count library media specialists/librarians whose contracts were not renewed at the end of the 1992-93 school year because of budget limitations, declining enrollment, or elimination of services. DO NOT include library media specialists/librarians who were fired or whose contracts were not renewed because of performance reasons.

1285 0 ☐ None or ___ ___ ___ . ___ FTEs

Notes

SECTION D – PROGRAMS AND SERVICES

22. **Many school districts offer programs during the regular school day for children in the years before kindergarten. These programs include prekindergarten programs, nursery programs, preschool programs, day care programs, Head Start programs, and other programs operating during the regular school day for prekindergarten-age children.**

a. **Around the first of October, which of the following types of programs were available in this district during the regular school day?**

These are meant to be independent types of programs. For any particular program, mark the label that best applies. If more than one program is available in this district during the regular school day, mark all that apply.

1505 1 ☐ No programs for prekindergarten-age children → ***GO to item 23a, page 12.***
1510 2 ☐ Head Start administered by this school district
1515 3 ☐ Head Start administered by an outside agency
1520 4 ☐ Day care program administered by this district
1525 5 ☐ Day care program administered by an outside agency
1530 6 ☐ Chapter 1 prekindergarten
1535 7 ☐ Prekindergarten special education administered by this district
1540 8 ☐ Prekindergarten special education administered by an outside agency
1545 9 ☐ General prekindergarten program administered by this district (not predominantly Head Start, day care, Chapter 1, or special education)
1550 10 ☐ General prekindergarten program administered by an outside agency (not predominantly Head Start, day care, Chapter 1, or special education)

b. **How many prekindergarten-age children were enrolled in one or more of these programs around the first of October?**
Children enrolled in more than one program should be counted only once.

1555 0 ☐ None or ________________ Prekindergarten-age children

c. **Around October 1, how many FTE teachers employed by this district were teaching in these programs for prekindergarten-age children?**

1595 0 ☐ None or ___|___|___ . ___ FTE teachers

Notes

SECTION D – PROGRAMS AND SERVICES – CONTINUED

23a. Around the first of October, did any of the students enrolled in this district receive Chapter 1 services?

Chapter 1 is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.

1600 ☐ Yes
☐ No
☐ There are no students in this district → ***GO to item 29, page 15.***

GO to item 24a.

b. Around the first of October, how many students enrolled in this district received Chapter 1 services?

Report a separate count for prekindergarten-age children.

1610 ☐ None or ______________ Prekindergarten students

1615 ☐ None or ______________ Other students (Kindergarten level and higher)

c. In head counts, how many Chapter 1 teachers and teacher aides were employed by this district around the first of October?

1625 ☐ None or ______________ Teachers

1630 ☐ None or ______________ Teacher aides

24a. Does this district participate in the National School Lunch Program?

1645 ☐ Yes
☐ No

b. Regardless of whether this district participates in the National School Lunch Program, around the first of October, were any students in this district ELIGIBLE for the program?

1650 ☐ Yes
☐ No
☐ Don't know

GO to item 25a, page 13.

c. Around the first of October, how many applicants in this district were approved for the National School Lunch Program?

Report a separate count for prekindergarten-age children.

1655 ☐ None or ______________ Prekindergarten applicants approved

1660 ☐ None or ______________ Other applicants approved (Kindergarten level and higher)

d. Around the first of October, how many students in this district received free or reduced-price lunches through the National School Lunch Program?

This number may differ from the number of applicants approved, depending upon how the program is implemented.

Report a separate count for prekindergarten-age children.

1675 ☐ None or ______________ Prekindergarten students

1680 ☐ None or ______________ Other students (Kindergarten level and higher)

SECTION D – PROGRAMS AND SERVICES – CONTINUED

25a. Does this district have a "choice" program in which students can enroll in another school or district outside their attendance area without justification based on individual special needs?

1695 1 ☐ Yes
2 ☐ No

GO to item 26a, page 14.

b. Which of the following options are offered in this program?

Mark (X) all that apply and enter the number of students participating in each type of "choice" program around October 1.

1700 ☐ Enrollment in a magnet school – **How many students in this district participated this school year?** → 1705 ________ Students

1710 1 ☐ Enrollment in any school in this district – **How many students in this district participated this school year?** → 1715 ________ Students

1720 1 ☐ Enrollment in schools in other districts – **How many students from THIS district enrolled in OTHER districts this school year?** → 1725 ________ Students

1730 1 ☐ Enrollment of students from other districts in this state – **How many students from OTHER districts enrolled in THIS district this school year?** → 1735 ________ Students

1740 0 ☐ None of the above

Notes

SECTION E – DISTRICT POLICIES

•High School Graduation Requirements

26a. Does this district grant regular high school diplomas?

Do not include vocational certificates, certificates of attendance, or certificates of completion.

1760 1 ☐ Yes
2 ☐ No → ***GO to item 28a, page 15.***

b. For high school graduation for students in the class of 1994, how many years of instruction are required in each of the following areas?

Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.

(1) English/Language arts

1765 0 ☐ None or ____ . ____

(2) Mathematics

1770 0 ☐ None or ____ . ____

(3) Computer science

1775 0 ☐ None or ____ . ____

(4) Social sciences, social studies (e.g., history, geography, economics)

1780 0 ☐ None or ____ . ____

(5) Physical and biological sciences

1785 0 ☐ None or ____ . ____

(6) Foreign language

1790 0 ☐ None or ____ . ____

c. Do these requirements reflect a 3-year or a 4-year program?

Mark (X) only one box.

1795 1 ☐ 3-year program
2 ☐ 4-year program
3 ☐ Other – **How many years?** → 1800 ______ Years

27a. Does this district have a community service requirement for students in the class of 1994?

1805 1 ☐ Yes
2 ☐ No → ***GO to item 28a, page 15.***

b. Does this district require a certain number of hours of community service?

1810 1 ☐ Yes – **How many hours?** → 1815 ______ Hours
2 ☐ No

SECTION E – DISTRICT POLICIES – CONTINUED

•School Safety, Discipline, and Drug Prevention

28. **Does this district have a written policy regarding --**

a. **General student discipline?**

1845 1 ☐ Yes
2 ☐ No

b. **Student alcohol use/abuse?**

1850 1 ☐ Yes
2 ☐ No

c. **Student drug use/abuse?**

1855 1 ☐ Yes
2 ☐ No

d. **Student tobacco use/abuse?**

1860 1 ☐ Yes
2 ☐ No

•Staff Compensation and Training

29. **How many months is the normal contract year for a TEACHER in this district?**

Mark (X) only one box.

2080 1 ☐ 9 months
2 ☐ 9½ months
3 ☐ 10 months
4 ☐ 11 months
5 ☐ 12 months

30. **Does this district have an agreement with a teachers' union or organization for the purpose of collective bargaining or meet-and-confer discussions?**

2085 1 ☐ Yes – **Which type?** ⟶ 2090 1 ☐ Collective bargaining
2 ☐ Meet-and-confer
2 ☐ No

Notes

SECTION E – DISTRICT POLICIES – CONTINUED

•Staff Compensation and Training – Continued

31. Is there a salary schedule for teachers in this district?

2095 1 ☐ Yes

2 ☐ No

GO to item 33.

32. According to the salary schedule, what is the normal yearly base salary for --

Report salaries in whole dollars.

a. A teacher with a bachelor's degree and no teaching experience?

2100 $ ________.00 per year

b. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's) and no teaching experience?

2105 $ ________.00 per year

c. A teacher with a master's degree plus 30 credits, and no teaching experience?

2110 $ ________.00 per year

d. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?

2115 $ ________.00 per year

e. A teacher at the highest possible step on the salary schedule?

2120 $ ________.00 per year

NOTE – If you completed item 32, ***GO to item 34, page 17.***

33. What is the range of teachers' yearly base salaries in this district?

Report salaries in whole dollars.

2125 $ ________.00 per year (Lowest)

TO

2130 $ ________.00 per year (Highest)

Notes

SECTION E – DISTRICT POLICIES – CONTINUED

•Staff Compensation and Training – Continued

34. Are teachers in this district covered by a retirement plan?

☐ Yes
☐ No → *GO to item 37a.*

35a. Can teachers who move to a job in this district from another district IN THIS STATE receive FULL or PARTIAL credit in the retirement system for their years of teaching experience?

☐ Yes, FULL CREDIT
☐ Yes, PARTIAL CREDIT
☐ No → *GO to item 37a.*

b. Do teachers have to purchase this credit?

☐ Yes
☐ No

36a. Can teachers who move to a job in this district from another district IN ANOTHER STATE receive FULL or PARTIAL credit in the retirement system for their years of teaching experience?

2150 ☐ Yes, FULL CREDIT
☐ Yes, PARTIAL CREDIT
☐ No → *GO to item 37a.*

b. Do teachers have to purchase this credit?

2160 ☐ Yes
☐ No

DEFINITIONS FOR ITEMS 37–39:

Cash bonus – A supplement to regular compensation over the year, but no permanent increase in salary.

Different step on the salary schedule – Placement of a teacher on a higher step of the salary schedule.

Other salary increase – Increase in base salary or other raise in salary through reclassification (other than a step increase on the salary schedule).

37a. Does this school district currently use any of the pay incentives listed above to recruit or retain teachers to teach in less desirable locations?

2190 ☐ Yes
☐ No → *GO to item 38a, page 18.*

b. Which of these pay incentives are used for this purpose?

Mark (X) all that apply.

2195 ☐ Cash bonus
2200 ☐ Different step on the salary schedule
2205 ☐ Other salary increase

SECTION E – DISTRICT POLICIES – CONTINUED

•Staff Compensation and Training – Continued

38a. Does this district currently use any of the pay incentives listed above item 37 to recruit or retain teachers to teach in fields of shortage?

2210 1 ☐ Yes
2 ☐ No

GO to item 39a.

b. Which of these pay incentives are used for this purpose?

Mark (X) all that apply.

2215 1 ☐ Cash bonus
2220 1 ☐ Different step on the salary schedule
2225 1 ☐ Other salary increase

c. In which fields are incentives offered?

Mark (X) all that apply.

2230 1 ☐ Special education
2235 2 ☐ Mathematics
2240 3 ☐ Computer science
2245 4 ☐ Physical sciences
2250 5 ☐ Biology/Life sciences
2255 6 ☐ English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), Bilingual education
2260 7 ☐ Foreign languages
2265 8 ☐ Vocational-technical education
2270 0 ☐ None of the above

39a. Does this district currently use any of the pay incentives listed above item 37 for teachers' completion of in-service training or college credits?

2275 1 ☐ Yes
2 ☐ No

GO to item 40.

b. Which of these pay incentives are used for this purpose?

Mark (X) all that apply.

2280 1 ☐ Cash bonus
2285 1 ☐ Different step on the salary schedule
2290 1 ☐ Other salary increase

40. Does this school district currently use pay incentives for other purposes (e.g., retaining good teachers, rewarding excellence)?

2295 1 ☐ Yes
2 ☐ No

SECTION E – DISTRICT POLICIES – CONTINUED

•Staff Compensation and Training – Continued

41a. Is free training available in this school district, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

☐ Yes
☐ No → ***GO to item 42.***

b. What are the fields for which this free training is provided?
Mark (X) all that apply.

☐ Special education
☐ Mathematics
☐ Computer science
☐ Physical sciences
☐ Biology/Life sciences
☐ English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), Bilingual education
☐ Foreign languages
☐ Vocational-technical education
☐ None of the above

42. Does this district have a training or development program for ASPIRING school administrators?

☐ Yes
☐ No

43. Not counting interruptions, how long did it take to complete this questionnaire?
Please report both hours and minutes, e.g., 1 hour and 25 minutes.

__________ Hours

AND

__________ Minutes

44. Please record the date you completed this form.

Month	Day	Year
☐☐	☐☐	1 9 ☐☐

THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

610

(Please correct any error in name, address, and ZIP Code.)

SASS

Public School Principal Questionnaire (SASS 2A)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE - This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept confidential and will be used only for statistical purposes.

FORM **SASS-2A**
(9-2-93)

U.S. Department of Education
National Center for Education Statistics

PUBLIC SCHOOL PRINCIPAL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

SASS

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Counseling Association
American Federation of Teachers
Council of Chief State School Officers
Council of the Great City Schools
National Association of Elementary School Principals
National Association of Secondary School Principals
National Center for Improving Science Education
National Education Association
National Science Foundation

DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about the training, experience, professional background and characteristics of school principals. We will treat the data as confidential and will report it only in statistical summaries.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school principals. Therefore, the value of your individual contribution is greatly increased because it represents many other school principals. We, therefore, encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Mail your completed questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

EMERSON J. ELLIOTT
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

Public reporting burden for this collection of information is estimated to average 30 minutes, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

1. YOUR NAME:

____

TITLE:

____

AREA CODE TELEPHONE NUMBER

			—				—				

BEST TIME TO REACH YOU (if we have questions about any of your responses):

DAYS: TIME: a.m. p.m.

2. If either of the following applies, ***please mark (X) the appropriate box.***

055 1 ☐ This school has no principal.

2 ☐ This school is out of operation – *Please explain on the lines below.*

**3. If you marked either of the boxes above, do not complete this questionnaire.
Return it in the enclosed envelope to:**

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you did not mark either box in item 2 above, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. Please record the current date and time: ↗

____

INSTRUCTIONS

It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Bureau of the Census at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please return this questionnaire within 2 weeks in the enclosed envelope.

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 5, 7, 8, 9 AND 10

EDUCATION FIELDS

General education

01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education

07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education

67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education

78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL FIELDS

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages

51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences

57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences

62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 **All others**

5a. Do you have a bachelor's degree?

060 1 ☐ Yes
2 ☐ No

GO to item 8a, page 5.

b. What was your major field of study?
Record the two-digit field code from the list above and the field name.

065 ☐☐ ________________________________
Code Major field

c. In what year did you receive your bachelor's degree?

070 1 9 ☐☐

d. Did you have a second major field of study?

075 1 ☐ Yes → ***Continue with item 5e, page 5.***

2 ☐ No → ***GO to item 5f, page 5.***

5e. What was your second major field of study?
Record the two-digit field code from the list on page 4 and the field name.

☐☐ ______________________________
Code Second major field

f. Did you have a minor field of study?
¹☐ Yes
²☐ No

GO to item 6a.

g. What was your minor field of study?
Record the two-digit field code from the list on page 4 and the field name.

90 ☐☐ ______________________________
Code Minor field

6a. What is the name of the college or university where you earned your bachelor's degree?

95 ☐☐☐ ______________________________
(Office use only) Name of college or university

b. In what city and state is it located?

100 ☐☐ ______________________________
(Office use only) City State

105 ¹☐ Located outside United States

7a. Do you have a second bachelor's degree?
¹☐ Yes
²☐ No

GO to item 8a.

b. What was your major field of study?
Record the two-digit field code from the list on page 4 and the field name.

115 ☐☐ ______________________________
Code Major field

c. In what year did you receive your second bachelor's degree?

120 1 9 ☐ ☐

8a. Do you have a master's degree?
125 ¹☐ Yes
²☐ No

GO to item 10a, page 6.

b. What was your major field of study?
Record the two-digit field code from the list on page 4 and the field name.

130 ☐☐ ______________________________
Code Major field

c. In what year did you receive your master's degree?

135 1 9 ☐ ☐

9a. Do you have a second master's degree?

140 1☐ Yes
2☐ No → **GO to item 10a.**

b. What was your major field of study?
Record the two-digit field code from the list on page 4 and the field name.

145 ☐☐ Code ______ Major field

c. In what year did you receive your second master's degree?

150 1 9 ☐☐

10a. Do you have any other type of degree?

155 1☐ Yes
2☐ No → ***GO to item 11a.***

b. What other degrees have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Record the two-digit field code from the list on page 4 and the field name.*	**d. In what year did you receive each degree?**
160 1☐ Associate degree	165 ☐☐ Code ______ Major field	170 1 9 ☐☐
175 1☐ Education specialist or professional diploma (at least one year beyond master's level)	180 ☐☐ Code ______ Major field	185 1 9 ☐☐
190 1☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	195 ☐☐ Code ______ Major field	200 1 9 ☐☐

11a. How many years of elementary or secondary teaching experience did you have PRIOR to becoming a principal?
Count part of a year as 1 year.

205 0☐ None or ________ Years of teaching

b. How many years of elementary or secondary teaching experience have you had SINCE becoming a principal?
Count part of a year as 1 year.

210 0☐ None or ________ Years of teaching

Note: If you have no teaching experience, GO to item 13, page 7.

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 12

General
01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
86 American Indian/Native American studies
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/Theater
21 English/Language arts
23 English as a second language
26 Gifted

Special areas — Continued
28 Home economics
16 Journalism
33 Mathematics
35 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/social science

Foreign language
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science
57 Biology/Life science
58 Chemistry
59 Geology/Earth science/Space science
09 Physical science
60 Physics
61 General and all other science

Vocational-technical education
05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
49 Trade and industry
50 Technical
83 Other vocational-technical education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/Language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 All others

---

12. In your most recent year of teaching, what was the field of your MAIN TEACHING ASSIGNMENT, i.e., the field in which you taught the most classes?

Record the two-digit field code from the list above and the field name. If your teaching schedule was divided equally between two fields, record either field as your main assignment field.

215 ☐☐ ________________________________
Code Main assignment field

13. Are you currently teaching in the school in which you are now serving as principal?

220 1 ☐ Yes
2 ☐ No

14a. Did you hold any other school position BEFORE you became a principal?

225 1 ☐ Yes
2 ☐ No → ***GO to item 15a, page 8.***

b. Which of the following school positions did you hold before becoming a principal and for how many years?

Count part of a year as 1 year.

(1) Department head

230 1 ☐ Yes → **How many years?** 235 ________
2 ☐ No

(2) Curriculum specialist or coordinator

240 1 ☐ Yes → **How many years?** 245 ________
2 ☐ No

14b. Continued

Which of the following school positions did you hold before becoming a principal and for how many years?

Count part of a year as 1 year.

(3) Assistant principal or program director

250 1☐ Yes → **How many years?** 255 ________
2☐ No

(4) Guidance counselor

260 1☐ Yes → **How many years?** 265 ________
2☐ No

(5) Library media specialist/Librarian

270 1☐ Yes → **How many years?** 275 ________
2☐ No

(6) Athletic coach

280 1☐ Yes → **How many years?** 285 ________
2☐ No

(7) Sponsor for student clubs, debate teams

290 1☐ Yes → **How many years?** 295 ________
2☐ No

(8) Other

300 1☐ Yes → **How many years?** 305 ________ *Describe other school position* ↙
2☐ No

____

15a. Prior to becoming a principal, did you participate in any district or school training or development program for ASPIRING school principals?

310 1☐ Yes
2☐ No

b. Have you ever participated in a training program for Indian education administration?

315 1☐ Yes
2☐ No

16. Were you the principal of this school in the spring of 1991?

320 1☐ Yes
2☐ No

17. Prior to this school year, how many years were you employed in each of the following positions?

Count part of a year as 1 year. If none, mark (X) the box.

a. As the principal in this school?

325 0☐None or ________ Years

b. As the principal in other schools?

330 0☐None or ________ Years

Note: If "None" is marked for item 17b above, GO to item 19a, page 10.

18a. If you have served as a principal in other schools, which of the following best describes the location in which you LAST served?

Mark (X) only one box.

335 1☐Served in SAME public school district as the one in which you are currently serving
2☐Served in a different public school district in this state
3☐Served in a public school district in another state
4☐Served in a private school
5☐Other – *Specify* ↙

____

b. In what grade levels were the students in the school in which you LAST served as principal?

Mark (X) all that apply.

340 1☐Ungraded
345 1☐Prekindergarten
350 1☐Kindergarten
355 1☐1st
360 1☐2nd
365 1☐3rd
370 1☐4th
375 1☐5th
380 1☐6th
385 1☐7th
390 1☐8th
395 1☐9th
400 1☐10th
405 1☐11th
410 1☐12th

19a. How many times since serving in the field of education have you had a break in service of one year or more, prior to or after becoming a principal?

415 ☐ None → ***GO to item 20.***

OR

420 ________ Breaks in service

b. Were any of these breaks due to a reduction-in-force or a layoff?

425 1 ☐ Yes → **How many?** 430 ________
2 ☐ No

c. How long was the most recent break in service?

435 ________ Years

d. Since your most recent break in service, how many consecutive years have you served as a principal?
Include the current year and count each year, whether full-time or part-time, as one year.

440 ________ Years

20. Aside from college coursework for a degree or participation in a program for ASPIRING school principals, have you had any of these types of training for your current position?
Mark (X) all that apply.

445 1 ☐ In-service training in evaluation and supervision
450 2 ☐ Training in management techniques
455 3 ☐ An administrative internship
460 0 ☐ None of the above

21a. In what year will you be ELIGIBLE to retire from your position as principal?

465 1 9 __ __ **OR** 470 2 0 __ __ **OR** 475 1 ☐ Already eligible

b. How long do you plan to remain a principal?
Mark (X) only one box.

480 1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave as soon as possible
5 ☐ Undecided at this time

GO to item 22a.

c. In what year do you PLAN to retire from your position as a principal?

485 1 9 __ __ **OR** 490 2 0 __ __

22a. What is your current ANNUAL salary for this position before taxes and deductions?

495 $ ________ .00 Annual salary

b. For how many months of the year are you employed as the principal in this school?

500 ________ Months employed

23. Which of these benefits do you receive, in whole or in part, from this district in addition to your salary?

Mark (X) all that apply.

505 1 ☐ General medical insurance
510 2 ☐ Dental insurance
515 3 ☐ Group life insurance
520 4 ☐ Pension contributions
525 5 ☐ Housing or housing expenses
530 6 ☐ Meals (including free or reduced-price lunch)
535 7 ☐ Car/transportation expenses
540 8 ☐ Reimbursement for tuition and course fees
550 10 ☐ Child care
555 0 ☐ None of the above

24. To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
a. Student tardiness	560	1☐	2☐	3☐	4☐
b. Student absenteeism	565	1☐	2☐	3☐	4☐
c. Teacher absenteeism	570	1☐	2☐	3☐	4☐
d. Students cutting class	575	1☐	2☐	3☐	4☐
e. Physical conflicts among students	580	1☐	2☐	3☐	4☐
f. Robbery or theft	585	1☐	2☐	3☐	4☐
g. Vandalism of school property	590	1☐	2☐	3☐	4☐
h. Student pregnancy	595	1☐	2☐	3☐	4☐
i. Student use of alcohol	600	1☐	2☐	3☐	4☐
j. Student drug abuse	605	1☐	2☐	3☐	4☐
k. Student possession of weapons	610	1☐	2☐	3☐	4☐
l. Verbal abuse of teachers	615	1☐	2☐	3☐	4☐
m. Student disrespect for teachers	620	1☐	2☐	3☐	4☐
n. Students dropping out	625	1☐	2☐	3☐	4☐
o. Student apathy	630	1☐	2☐	3☐	4☐
p. Lack of academic challenge	635	1☐	2☐	3☐	4☐
q. Lack of parent involvement	640	1☐	2☐	3☐	4☐
r. Parental alcoholism and/or drug abuse	645	1☐	2☐	3☐	4☐
s. Poverty	650	1☐	2☐	3☐	4☐
t. Racial tension	655	1☐	2☐	3☐	4☐
u. Students come to school unprepared to learn	660	1☐	2☐	3☐	4☐
v. Poor nutrition	665	1☐	2☐	3☐	4☐
w. Poor student health	670	1☐	2☐	3☐	4☐
x. Student problems with the English language	675	1☐	2☐	3☐	4☐

25. **Using the scale 0–5, where 0 is "None" and 5 is "A great deal," indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities.**

Mark (X) one box on each line.

a. Establishing curriculum		None ←					→ A great deal
(1) State Department of Education	680	0☐	1☐	2☐	3☐	4☐	5☐
(2) School district staff	685	0☐	1☐	2☐	3☐	4☐	5☐
(3) School board	690	0☐	1☐	2☐	3☐	4☐	5☐
(4) Principal	695	0☐	1☐	2☐	3☐	4☐	5☐
(5) Teachers	700	0☐	1☐	2☐	3☐	4☐	5☐
(6) Curriculum specialists	705	0☐	1☐	2☐	3☐	4☐	5☐
(7) Library media specialists/Librarians	710	0☐	1☐	2☐	3☐	4☐	5☐
(8) Parent association	715	0☐	1☐	2☐	3☐	4☐	5☐

b. Hiring new full-time teachers		None ←					→ A great deal
(1) State Department of Education	720	0☐	1☐	2☐	3☐	4☐	5☐
(2) School district staff	725	0☐	1☐	2☐	3☐	4☐	5☐
(3) School board	730	0☐	1☐	2☐	3☐	4☐	5☐
(4) Principal	735	0☐	1☐	2☐	3☐	4☐	5☐
(5) Teachers	740	0☐	1☐	2☐	3☐	4☐	5☐
(6) Parent association	745	0☐	1☐	2☐	3☐	4☐	5☐

c. Setting discipline policy		None ←					→ A great deal
(1) State Department of Education	750	0☐	1☐	2☐	3☐	4☐	5☐
(2) School district staff	755	0☐	1☐	2☐	3☐	4☐	5☐
(3) School board	760	0☐	1☐	2☐	3☐	4☐	5☐
(4) Principal	765	0☐	1☐	2☐	3☐	4☐	5☐
(5) Teachers	770	0☐	1☐	2☐	3☐	4☐	5☐
(6) Parent association	775	0☐	1☐	2☐	3☐	4☐	5☐

25. **Continued**

Using the scale 0–5, where 0 is "None" and 5 is "A great deal," indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities.

Mark (X) one box on each line.

d. Deciding how the school budget will be spent		None ←				→	A great deal
(1) State Department of Education	780	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) School district staff	785	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School board	790	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	795	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	800	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Library media specialists/Librarians	805	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	810	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

e. Determining content of in-service programs		None ←				→	A great deal
(1) State Department of Education	815	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) School district staff	820	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School board	825	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	830	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	835	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Parent association	840	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

f. Evaluating teachers		None ←				→	A great deal
(1) State Department of Education	845	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) School district staff	850	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School board	855	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	860	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	865	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Parent association	870	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

26. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 – Building basic literacy skills (reading, math, writing, speaking)
2 – Encouraging academic excellence
3 – Promoting occupational or vocational skills
4 – Promoting good work habits and self-discipline
5 – Promoting personal growth (self-esteem, self-knowledge, etc.)
6 – Promoting human relations skills
7 – Promoting specific moral values
8 – Promoting multicultural awareness or understanding

875 ________ Most important

880 ________ Second most important

885 ________ Third most important

27. Are you male or female?

890 1☐ Male
2☐ Female

28a. What is your race?

Mark (X) only one box.

895 1☐ American Indian or Alaska Native *(Aleut, Alaska Indian, Yupik, Inupiat)*
2☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)*
3☐ Black
4☐ White

GO to item 29.

b. Are you enrolled in a state or federally recognized tribe?

900 1☐ Yes
2☐ No

29. Are you of Hispanic origin?

905 1☐ Yes
2☐ No

30. What is your year of birth?

910 | 1 | 9 | | |

31. Not counting interruptions, how long did it take to complete this questionnaire?

915 ________ Minutes

32. Please record the date you completed this form.

920 | | | / | | | / | 1 | 9 | | |
Month Day Year

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

Remarks

(Please correct any error in name, address, and ZIP Code.)

Private School Principal Questionnaire (SASS 2B)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept confidential and will be used only for statistical purposes.

FORM **SASS-2B**
(9-3-93)

U.S. Department of Education
National Center for Education Statistics

PRIVATE SCHOOL PRINCIPAL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society

Christian Schools International

Council for American Private Education

Evangelical Lutheran Church in America

Executive Assistant to the Secretary for Private Education

Friends Council on Education

General Conference of the Seventh-Day Adventist Church

Lutheran Church–Missouri Synod

National Association of Episcopal Schools

National Association of Independent Schools

National Association of Private Schools for Exceptional Children

National Catholic Educational Association

National Independent Private School Association

Oral Roberts University Educational Fellowship

Solomon Schechter Day School Association

Torah Umesorah–National Society for Hebrew Day Schools

United States Catholic Conference

Wisconsin Evangelical Lutheran Synod

DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about the training, experience, professional background and characteristics of school principals. We will treat the data as confidential and will report it only in statistical summaries.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school principals. Therefore, the value of your individual contribution is greatly increased because it represents many other school principals. We, therefore, encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Mail your completed questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

EMERSON J. ELLIOTT
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

Public reporting burden for this collection of information is estimated to average 30 minutes, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

1. YOUR NAME:

____

TITLE:

____

AREA CODE TELEPHONE NUMBER

| | | – | | | – | | | |

BEST TIME TO REACH YOU (if we have questions about any of your responses):

DAYS: __________ TIME: __________ a.m. p.m.

2. **If either of the following applies, *please mark (X) the appropriate box.***

055 1 ☐ This school has no principal/school head.

2 ☐ This school is out of operation – *Please explain on the lines below.*

____

____

____

____

____

____

____

____

3. **If you marked either of the boxes above, do not complete this questionnaire. Return it in the enclosed envelope to:**

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you did not mark either box in item 2 above, continue with item 4.

4. **At the end of this questionnaire, you are asked to record the amount of time required to complete this form. Please record the current date and time:**

____

INSTRUCTIONS

It is important that this questionnaire be completed by the school PRINCIPAL/SCHOOL HEAD, not by anyone else.

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Bureau of the Census at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please return this questionnaire within 2 weeks in the enclosed envelope.

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 5, 7, 8, 9 AND 10

EDUCATION FIELDS

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL FIELDS

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 All others

5a. Do you have a bachelor's degree?

060 1☐ Yes
2☐ No

GO to item 8a, page 5.

b. What was your major field of study?
Record the two-digit field code from the list above and the field name.

065 ☐☐ ____________________
Code Major field

c. In what year did you receive your bachelor's degree?

070 | 1 | 9 | ☐ | ☐ |

d. Did you have a second major field of study?

075 1☐ Yes → ***Continue with item 5e, page 5.***

2☐ No → ***GO to item 5f, page 5.***

5e. What was your second major field of study?
Record the two-digit field code from the list on page 4 and the field name.

080 ☐☐ ____________________

Code — Second major field

f. Did you have a minor field of study?

085 1 ☐ Yes
2 ☐ No

GO to item 6a.

g. What was your minor field of study?
Record the two-digit field code from the list on page 4 and the field name.

090 ☐☐ ____________________

Code — Minor field

6a. What is the name of the college or university where you earned your bachelor's degree?

095 ☐☐☐ ____________________

(Office use only) — Name of college or university

b. In what city and state is it located?

100 ☐☐ ____________________

(Office use only) — City — State

105 1 ☐ Located outside United States

7a. Do you have a second bachelor's degree?

110 1 ☐ Yes
2 ☐ No

GO to item 8a.

b. What was your major field of study?
Record the two-digit field code from the list on page 4 and the field name.

115 ☐☐ ____________________

Code — Major field

c. In what year did you receive your second bachelor's degree?

120 **1 9** ☐☐

8a. Do you have a master's degree?

125 1 ☐ Yes
2 ☐ No

GO to item 10a, page 6.

b. What was your major field of study?
Record the two-digit field code from the list on page 4 and the field name.

130 ☐☐ ____________________

Code — Major field

c. In what year did you receive your master's degree?

135 **1 9** ☐☐

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9a. Do you have a second master's degree?

140 ₁☐ Yes
₂☐ No → *GO to item 10a.*

b. What was your major field of study?
Record the two-digit field code from the list on page 4 and the field name.

145 ☐☐ ________________________________
Code Major field

c. In what year did you receive your second master's degree?

150 1 9 ☐☐

10a. Do you have any other type of degree?

155 ₁☐ Yes
₂☐ No → ***GO to item 11a.***

b. What other degrees have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Record the two-digit field code from the list on page 4 and the field name.*	**d. In what year did you receive each degree?**
160 ₁☐ Associate degree	165 ☐☐ ____________ Code Major field	170 1 9 ☐☐
175 ₁☐ Education specialist or professional diploma (at least one year beyond master's level)	180 ☐☐ ____________ Code Major field	185 1 9 ☐☐
190 ₁☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	195 ☐☐ ____________ Code Major field	200 1 9 ☐☐

11a. How many years of elementary or secondary teaching experience did you have PRIOR to becoming a principal/school head?
Count part of a year as 1 year.

205 ₀☐ None or __________ Years of teaching

b. How many years of elementary or secondary teaching experience have you had SINCE becoming a principal/school head?
Count part of a year as 1 year.

210 ₀☐ None or __________ Years of teaching

Note: If you have no teaching experience, GO to item 13, page 7.

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 12

General
01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
86 American Indian/Native American studies
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/Theater
21 English/Language arts
23 English as a second language
26 Gifted

Special areas — Continued
28 Home economics
16 Journalism
33 Mathematics
35 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/social science

Foreign language
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science
57 Biology/Life science
58 Chemistry
59 Geology/Earth science/Space science
09 Physical science
60 Physics
61 General and all other science

Vocational-technical education
05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
49 Trade and industry
50 Technical
83 Other vocational-technical education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/Language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 All others

12. In your most recent year of teaching, what was the field of your MAIN TEACHING ASSIGNMENT, i.e., the field in which you taught the most classes?

Record the two-digit field code from the list above and the field name. If your teaching schedule was divided equally between two fields, record either field as your main assignment field.

215 ☐☐ ____________________
Code Main assignment field

13. Are you currently teaching in the school in which you are now serving as principal/school head?

220 1 ☐ Yes
2 ☐ No

14a. Did you hold any other school position BEFORE you became a principal/school head?

225 1 ☐ Yes
2 ☐ No → ***GO to item 15, page 8.***

b. Which of the following school positions did you hold before becoming a principal/school head and for how many years?

Count part of a year as 1 year.

(1) Department head

230 1 ☐ Yes → **How many years?** 235 ________
2 ☐ No

(2) Curriculum specialist or coordinator

240 1 ☐ Yes → **How many years?** 245 ________
2 ☐ No

14b. Continued

Which of the following school positions did you hold before becoming a principal/school head and for how many years?

Count part of a year as 1 year.

(3) Assistant principal/school head or program director

250 1 ☐ Yes → **How many years?** 255 ________
2 ☐ No

(4) Guidance counselor

260 1 ☐ Yes → **How many years?** 265 ________
2 ☐ No

(5) Library media specialist/Librarian

270 1 ☐ Yes → **How many years?** 275 ________
2 ☐ No

(6) Athletic coach

280 1 ☐ Yes → **How many years?** 285 ________
2 ☐ No

(7) Sponsor for student clubs, debate teams

290 1 ☐ Yes → **How many years?** 295 ________
2 ☐ No

(8) Other

300 1 ☐ Yes → **How many years?** 305 ________ *Describe other school position* ↙
2 ☐ No

____

15. Prior to becoming a principal/school head, did you participate in any school training or development program for ASPIRING school principals/school heads?

310 1 ☐ Yes
2 ☐ No

16. Were you the principal/school head of this school in the spring of 1991?

320 1 ☐ Yes
2 ☐ No

17. Prior to this school year, how many years were you employed in each of the following positions?

Count part of a year as 1 year. If none, mark (X) the box.

a. As the principal/school head in this school?

325 0☐None or ________ Years

b. As the principal/school head in other schools?

330 0☐None or ________ Years

Note: If "None" is marked for item 17b above, GO to item 19a, page 10.

18a. If you have served as a principal/school head in other schools, which of the following best describes the location in which you LAST served?

Mark (X) only one box.

335 1☐Served in a different private school in this state
2☐Served in a private school in another state
3☐Served in a public school
4☐Other – *Specify* ↙

____

b. In what grade levels were the students in the school in which you LAST served as principal/school head?

Mark (X) all that apply.

340 1☐Ungraded
345 1☐Prekindergarten
350 1☐Kindergarten
355 1☐1st
360 1☐2nd
365 1☐3rd
370 1☐4th
375 1☐5th
380 1☐6th
385 1☐7th
390 1☐8th
395 1☐9th
400 1☐10th
405 1☐11th
410 1☐12th

19a. How many times since serving in the field of education have you had a break in service of one year or more, prior to or after becoming a principal/school head?

415 0 ☐ None → ***GO to item 20.***

OR

420 ______ Breaks in service

b. Were any of these breaks due to a reduction-in-force or a layoff?

425 1 ☐ Yes → **How many?** 430 ______
2 ☐ No

c. How long was the most recent break in service?

435 ______ Years

d. Since your most recent break in service, how many consecutive years have you served as a principal/school head?

Include the current year and count each year, whether full-time or part-time, as one year.

440 ______ Years

20. Aside from college coursework for a degree or participation in a program for ASPIRING school principals/school heads, have you had any of these types of training for your current position?

Mark (X) all that apply.

445 1 ☐ In-service training in evaluation and supervision
450 2 ☐ Training in management techniques
455 3 ☐ An administrative internship
460 0 ☐ None of the above

21a. In what year will you be ELIGIBLE to retire from your position as principal/school head?

465 1 9 ☐ ☐ **OR** 470 2 0 ☐ ☐ **OR** 475 1 ☐ Already eligible

b. How long do you plan to remain a principal/school head?

Mark (X) only one box.

480 1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave as soon as possible
5 ☐ Undecided at this time

GO to item 22a.

c. In what year do you PLAN to retire from your position as a principal/school head?

485 1 9 ☐ ☐ **OR** 490 2 0 ☐ ☐

22a. What is your current ANNUAL salary for this position before taxes and deductions?

495 0 ☐ Position unpaid **OR** $ ______ .00 Annual salary

b. For how many months of the year are you employed as the principal/school head in this school?

500 ______ Months employed

23. Which of these benefits do you receive, in whole or in part, from this school in addition to your salary?

Mark (X) all that apply.

505 1☐ General medical insurance
510 2☐ Dental insurance
515 3☐ Group life insurance
520 4☐ Pension contributions
525 5☐ Housing or housing expenses
530 6☐ Meals (including free or reduced-price lunch)
535 7☐ Car/transportation expenses
540 8☐ Reimbursement for tuition and course fees
545 9☐ Tuition for your children
550 10☐ Child care
555 0☐ None of the above

24. To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
a. Student tardiness	560	1☐	2☐	3☐	4☐
b. Student absenteeism	565	1☐	2☐	3☐	4☐
c. Teacher absenteeism	570	1☐	2☐	3☐	4☐
d. Students cutting class	575	1☐	2☐	3☐	4☐
e. Physical conflicts among students	580	1☐	2☐	3☐	4☐
f. Robbery or theft	585	1☐	2☐	3☐	4☐
g. Vandalism of school property	590	1☐	2☐	3☐	4☐
h. Student pregnancy	595	1☐	2☐	3☐	4☐
i. Student use of alcohol	600	1☐	2☐	3☐	4☐
j. Student drug abuse	605	1☐	2☐	3☐	4☐
k. Student possession of weapons	610	1☐	2☐	3☐	4☐
l. Verbal abuse of teachers	615	1☐	2☐	3☐	4☐
m. Student disrespect for teachers	620	1☐	2☐	3☐	4☐
n. Students dropping out	625	1☐	2☐	3☐	4☐
o. Student apathy	630	1☐	2☐	3☐	4☐
p. Lack of academic challenge	635	1☐	2☐	3☐	4☐
q. Lack of parent involvement	640	1☐	2☐	3☐	4☐
r. Parental alcoholism and/or drug abuse	645	1☐	2☐	3☐	4☐
s. Poverty	650	1☐	2☐	3☐	4☐
t. Racial tension	655	1☐	2☐	3☐	4☐
u. Students come to school unprepared to learn	660	1☐	2☐	3☐	4☐
v. Poor nutrition	665	1☐	2☐	3☐	4☐
w. Poor student health	670	1☐	2☐	3☐	4☐
x. Student problems with the English language	675	1☐	2☐	3☐	4☐

25. Using the scale 0–5, where 0 is "None" and 5 is "A great deal," indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities.

Mark (X) one box on each line.

a. Establishing curriculum		None ⟷					A great deal
(1) Governing/Diocesan board	690	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	695	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	700	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Curriculum specialists	705	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Library media specialists/Librarians	710	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Parent association	715	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

b. Hiring new full-time teachers		None ⟷					A great deal
(1) Governing/Diocesan board	730	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	735	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	740	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Parent association	745	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

c. Setting discipline policy		None ⟷					A great deal
(1) Governing/Diocesan board	760	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	765	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	770	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Parent association	775	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

25. Continued

Using the scale 0–5, where 0 is "None" and 5 is "A great deal," indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities.

Mark (X) one box on each line.

d. Deciding how the school budget will be spent		None	←	→			A great deal
(1) Governing/Diocesan board	790	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	795	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	800	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Library media specialists/Librarians	805	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Parent association	810	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

e. Determining content of in-service programs		None	←	→			A great deal
(1) Governing/Diocesan board	825	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	830	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	835	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Parent association	840	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

f. Evaluating teachers		None	←	→			A great deal
(1) Governing/Diocesan board	855	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	860	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	865	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Parent association	870	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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26. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 – Building basic literacy skills (reading, math, writing, speaking)
2 – Encouraging academic excellence
3 – Promoting occupational or vocational skills
4 – Promoting good work habits and self-discipline
5 – Promoting personal growth (self-esteem, self-knowledge, etc.)
6 – Promoting human relations skills
7 – Promoting specific moral values
8 – Fostering religious or spiritual development

875 ________ Most important

880 ________ Second most important

885 ________ Third most important

27. Are you male or female?

890 1☐ Male
2☐ Female

28a. What is your race?

Mark (X) only one box.

895 1☐ American Indian or Alaska Native *(Aleut, Alaska Indian, Yupik, Inupiat)*
2☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)*
3☐ Black
4☐ White

GO to item 29.

b. Are you enrolled in a state or federally recognized tribe?

900 1☐ Yes
2☐ No

29. Are you of Hispanic origin?

905 1☐ Yes
2☐ No

30. What is your year of birth?

910 | 1 | 9 | | |

31. Not counting interruptions, how long did it take to complete this questionnaire?

915 ________ Minutes

32. Please record the date you completed this form.

920 Month | | | Day | | | Year | 1 | 9 | | |

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

Remarks

(Please correct any error in name, address, and ZIP Code.)

Public School Questionnaire (SASS 3A)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **SASS-3A**
(9-20-93)

U.S. Department of Education
National Center for Education Statistics

PUBLIC SCHOOL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY 1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

PLEASE COMPLETE THIS QUESTIONNAIRE WITH INFORMATION ABOUT:

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Counseling Association
American Federation of Teachers
Council of Chief State School Officers
Council of the Great City Schools
National Association of Elementary School Principals
National Association of Secondary School Principals
National Center for Improving Science Education
National Education Association
National Science Foundation

DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Schools and Staffing Survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about schools, such as staffing patterns, staff-pupil ratios, student characteristics, and programs offered. We will report your data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Mail your completed questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

EMERSON J. ELLIOTT
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

Public reporting burden for this collection of information is estimated to average one hour, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

1. YOUR NAME:

____

TITLE:

____

AREA CODE: TELEPHONE NUMBER:

| | | | – | | | | – | | | | |

BEST TIME TO REACH YOU (if we have questions about any of your responses):

DAYS: __________ TIME: __________ a.m. p.m.

2. **If any of the following statements are true for the school named on the front of this questionnaire, please mark the appropriate box.**

Mark (X) all that apply.

0055 1 ☐ This school teaches only prekindergarten and/or kindergarten students.

0060 2 ☐ This school teaches only postsecondary (beyond grade 12) or adult education students.

0070 3 ☐ This school is no longer in operation – *Please report closing date* → ________________

0075 4 ☐ The school named on the front of this questionnaire is a private school, not a public school. *Please describe school, e.g., Catholic school, nonreligious private school, etc.* ↘

____

0080 5 ☐ The institution or organization named on the front of this questionnaire is not a school. *Please explain* ↘

____

____

3. **If you marked any of the statements above, do not complete this questionnaire. Return it in the enclosed envelope to:**

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you did not mark any of the above statements, continue with item 4.

4. **At the end of this questionnaire, you are asked to record the amount of time required to complete this form. Please record the current date and time:** ↘

____

INSTRUCTIONS

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). If you prefer, you may call the SASS coordinator for your state. A list of state SASS coordinators and their phone numbers is enclosed.

Please return this questionnaire within 2 weeks in the enclosed envelope.

---

5. **Are this school's name and grade range the same as that shown on the front page?**

NOTE – We have intentionally omitted prekindergarten (PK) from the grade range on the front page. If PK is the only difference between this school's actual grade range and the range shown on the front page, please mark "Yes" and continue with item 6.

0100 1 ☐ Yes → ***Continue with item 6.***

2 ☐ No → ***Please call the Census Bureau at 1-800-221-1204.***

6a. **Please verify the identification number to the left of the address label on the back page. Is this the correct State Identification Number for this school?**

0105 0 ☐ Don't know → ***GO to note at top of page 5.***

1 ☐ Yes → ***GO to note at top of page 5.***

2 ☐ No

b. **What is this school's State Identification Number?**

0110 ________________________________

Notes

650

SECTION A – SCHOOL CHARACTERISTICS

NOTE – For the remainder of this questionnaire, answer only for the grade range shown on the front page, EXCEPT for items 26 – 28. If this school has any programs for prekindergarten-age children, you are asked to include these children in items 26 – 28; do not include them in any other items. Do not include postsecondary (beyond grade 12) or adult education students in any items on this questionnaire.

7. How many students were enrolled in each of the grades shown on the front page, plus any ungraded levels, around the first of October?

Report only for the school named on the front page.

Please refer to your official fall report. By official fall report, we mean the report that you are required to submit by law either to the school district or the state department of education. Its name varies by state. Two examples are the Fall Report From School Plant and the Application for Accrediting.

Do NOT include prekindergarten, postsecondary, or adult education students in this item.

	Grade Levels	Grades offered around October 1, 1993	Enrollment around October 1, 1993
a.	Ungraded (including ungraded special education students)	0115 1☐	0120
b.	Kindergarten	0125 1☐	0130
c.	1st	0135 1☐	0140
d.	2nd	0145 1☐	0150
e.	3rd	0155 1☐	0160
f.	4th	0165 1☐	0170
g.	5th	0175 1☐	0180
h.	6th	0185 1☐	0190
i.	7th	0195 1☐	0200
j.	8th	0205 1☐	0210
k.	9th	0215 1☐	0220
l.	10th	0225 1☐	0230
m.	11th	0235 1☐	0240
n.	12th	0245 1☐	0250

8. What was the total number of students enrolled in this school around the first of October?

Please sum lines 7(a) through 7(n). 0255 ________________ Students

SECTION A – SCHOOL CHARACTERISTICS – CONTINUED

9. Around the first of October, how many students were:

Do not include prekindergarten, postsecondary, or adult education students, and children who are enrolled only in day care at this school.

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0405 0☐None or ________ Students

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

0410 0☐None or ________ Students

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0415 0☐None or ________ Students

d. Black, not of Hispanic origin?

0420 0☐None or ________ Students

e. White, not of Hispanic origin?

0425 0☐None or ________ Students

10. How many MALE students attended this school around the first of October?

0455 0☐None or ________ Students

11. How many students were ABSENT on the most recent school day?

0460 0☐None or ________ Students

12. How long is the school day for students in this school?

Report BOTH hours and minutes, e.g., "6" hours and "0" minutes, "5" hours and "45" minutes, etc. If the length of day varies by grade level, record the longest day.

0470 ________ Hours

AND

0475 ________ Minutes

652

13a. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

0700 1☐ Yes
2☐ No

GO to item 14.

b. Which of these does this school use for admission?

Mark (X) all that apply.

0705 1☐ Admission test
0710 2☐ Standardized achievement test
0715 3☐ Academic record
0720 4☐ Special student needs
0725 5☐ Special student aptitudes
0730 6☐ Personal interview
0735 7☐ Recommendations
0750 0☐ None of the above → *GO to item 14.*

c. Of the categories you marked for question 13b above, which is the most important consideration for admission?

Enter the appropriate category number (1 – 7).

0755 _____ Most important

14. What type of school is this?

Mark (X) only one box.

0760 1☐ REGULAR elementary or secondary.

3☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.

4☐ SPECIAL EDUCATION – primarily serves students with disabilities.

5☐ VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations.

6☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school.

15. Does this school offer a magnet program?

0770 1☐ Yes
2☐ No

SECTION B – TEACHERS AND OTHER STAFF

PART-TIME POSITIONS

16. How many staff held PART-TIME positions in this school in each of the following categories around the first of October?

Report only for the grade range shown on the front page.

Please read through all of the categories listed below before starting to answer.

INCLUDE AS PART TIME:

- Employees who work part time.
- Employees you share with other schools within or outside of the school district.
- Employees who perform more than one function at this school; for example, a teaching principal would be counted once as a part-time teacher and again as a part-time principal.

		Part-time
a. Principals	0815	0☐None or ________
b. Vice principals and assistant principals	0820	0☐None or ________
c. Instructional coordinators and supervisors, such as curriculum specialists	0830	0☐None or ________
d. School counselors	0835	0☐None or ________
e. Library media specialists/librarians	0840	0☐None or ________
f. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses	0845	0☐None or ________
g. Teachers	0850	0☐None or ________

Include these types of teachers if they are part-time:

- Regular classroom teachers
- Special area or resource teachers (e.g., Chapter 1, special education, art, music, physical education, etc.)
- Long-term substitute teachers
- Itinerant teachers

*Do **not** include as part-time teachers:*

- Employees reported in other parts of this item **unless** they also have a part-time teaching assignment at this school
- Student teachers
- Short-term substitute teachers
- Teachers who teach **only** prekindergarten, postsecondary or adult education

h. Library media center aides	0855	0☐None or ________
i. Teacher aides	0860	0☐None or ________
j. Secretaries and other clerical support staff	0865	0☐None or ________
k. Other employees (e.g., cafeteria workers, maintenance staff, etc.)	0870	0☐None or ________

SECTION B – TEACHERS AND OTHER STAFF – CONTINUED

FULL-TIME POSITIONS

17. How many staff held FULL-TIME positions in this school in each of the following categories around the first of October?

Report only for the grade range shown on the front page.

Please read through all of the categories listed below before starting to answer.

Full-time

a. Principals 0875 0☐ None or ________

b. Vice principals and assistant principals 0880 0☐ None or ________

c. Instructional coordinators and supervisors, such as curriculum specialists 0890 0☐ None or ________

d. School counselors 0895 0☐ None or ________

e. Library media specialists/librarians 0900 0☐ None or ________

f. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses 0905 0☐ None or ________

g. Teachers 0910 0☐ None or ________

Include these types of teachers if they are full-time:

- Regular classroom teachers
- Special area or resource teachers (e.g., Chapter 1, special education, art, music, physical education, etc.)
- Long-term substitute teachers

*Do **not** include as full-time teachers:*

- Employees reported in other parts of this item
- Student teachers
- Short-term substitute teachers
- Itinerant teachers
- Teachers who teach **only** prekindergarten, postsecondary or adult education

h. Library media center aides 0915 0☐ None or ________

i. Teacher aides 0920 0☐ None or ________

j. Secretaries and other clerical support staff 0925 0☐ None or ________

k. Other employees (e.g., cafeteria workers, maintenance staff, etc.) 0930 0☐ None or ________

SECTION B – TEACHERS AND OTHER STAFF – CONTINUED

18. Around the first of October, how many part-time and full-time TEACHERS in this school were:

Do not include teachers who teach ONLY prekindergarten, postsecondary, or adult education.

NOTE – The sum of your entries in items 18a – e should equal the sum of items 16g and 17g.

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0965 0☐ None or __________ Teachers

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

0970 0☐ None or __________ Teachers

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0975 0☐ None or __________ Teachers

d. Black, not of Hispanic origin?

0980 0☐ None or __________ Teachers

e. White, not of Hispanic origin?

0985 0☐ None or __________ Teachers

19. How many part-time and full-time TEACHERS were absent on the most recent school day?

0990 0☐ None or __________ Teachers

Notes

SECTION B – TEACHERS AND OTHER STAFF – CONTINUED

20a. Were there teaching vacancies in this school for this school year, i.e., teaching positions for which teachers were recruited and interviewed?

1100 1☐ Yes
2☐ No

GO to item 21a, page 12.

b. Which of these methods did this school use to cover the vacancies?

Mark (X) all that apply.

1105 1☐ Hired a fully qualified teacher
1110 2☐ Hired a less than fully qualified teacher
1115 3☐ Cancelled planned course offerings
1120 4☐ Expanded some class sizes
1125 5☐ Added sections to other teachers' normal teaching loads
1130 6☐ Assigned a teacher of another subject or grade level to teach those classes
1135 7☐ Assigned an administrator or counselor to teach the class
1140 8☐ Used long-term or short-term substitutes
1145 9☐ Other

c. How difficult or easy was it to fill the vacancies for this school year in each of the following fields? *Mark (X) one box on each line.*		Not applicable in this school	No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
(1) General elementary	1150	1☐	2☐	3☐	4☐	5☐	6☐
(2) Special education	1155	1☐	2☐	3☐	4☐	5☐	6☐
(3) English	1160	1☐	2☐	3☐	4☐	5☐	6☐
(4) Mathematics	1165	1☐	2☐	3☐	4☐	5☐	6☐
(5) Physical sciences	1170	1☐	2☐	3☐	4☐	5☐	6☐
(6) Biology or life sciences	1175	1☐	2☐	3☐	4☐	5☐	6☐
(7) English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education	1180	1☐	2☐	3☐	4☐	5☐	6☐
(8) Foreign languages	1185	1☐	2☐	3☐	4☐	5☐	6☐
(9) Music	1190	1☐	2☐	3☐	4☐	5☐	6☐
(10) Business or marketing	1195	1☐	2☐	3☐	4☐	5☐	6☐
(11) Industrial arts	1200	1☐	2☐	3☐	4☐	5☐	6☐
(12) Home economics	1205	1☐	2☐	3☐	4☐	5☐	6☐
(13) Trade and industry	1210	1☐	2☐	3☐	4☐	5☐	6☐
(14) Agriculture	1215	1☐	2☐	3☐	4☐	5☐	6☐

SECTION C – PROGRAMS AND SERVICES

21a. Around the first of October, were any of the students in this school identified as limited English proficient (LEP)?

Limited English proficient refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.

Do not include prekindergarten, postsecondary, or adult education students.

1290 1 ☐ Yes
2 ☐ No

GO to item 22, page 14.

b. Around the first of October, how many students were identified as limited English proficient?

1295 ________ Students

c. Which of the following methods are used by this school or the school district to determine whether a student is limited English proficient?

Mark (X) all that apply.

1300 1 ☐ Recommendation by parent
1305 2 ☐ Teacher observation or referral
1310 3 ☐ Home language survey or assessment
1315 4 ☐ Written language exam
1320 5 ☐ Oral interview in native language
1325 6 ☐ Previous student record
1330 7 ☐ Achievement test results

Notes

SECTION C – PROGRAMS AND SERVICES – CONTINUED

21d. Around the first of October, how many limited English proficient students received the following kinds of instruction at this school?

Students may be counted in more than one category. Please read through all of the categories before starting to answer.

Do not include prekindergarten, postsecondary, or adult education students.

(1) Instruction aimed at teaching English to non-English-speaking students (such as English as a Second Language or English for Speakers of Other Languages)

1335 0 ☐ None or __________ Students

(2) Instruction aimed at maintaining or improving the student's fluency in his/her home language (such as Spanish language lessons for Spanish speakers)

1340 0 ☐ None or __________ Students

(3) Instruction aimed at teaching subject matter in the student's home language (such as teaching math in Spanish)

1345 0 ☐ None or __________ Students

(4) Instruction for limited English proficient students whose educational attainment is below the level appropriate for children of their age (such as Compensatory Education)

1350 0 ☐ None or __________ Students

e. Around the first of October, how many limited English proficient students were enrolled in special education programs, including instruction for the learning disabled?

1355 0 ☐ None or __________ Students

Notes

SECTION C – PROGRAMS AND SERVICES – CONTINUED

22. **Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source.**

Do not include programs available ***only*** *to prekindergarten students.*

Include only those who are enrolled in ***this*** *school. Do not include prekindergarten, postsecondary, or adult education students, and children who are enrolled only in day care at this school.*

a. **Remedial reading – Organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.** *Includes remedial reading instruction that is part of special education and Chapter 1 programs, as well as other remedial reading programs.*

1360 1 ☐ Yes
2 ☐ No

GO to b.

How many students participate in this program?

1365 0 ☐ None or __________ Students

b. **Remedial mathematics – Organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.** *Includes remedial math instruction that is part of special education and Chapter 1 programs, as well as other remedial math programs.*

1370 1 ☐ Yes
2 ☐ No

GO to c.

How many students participate in this program?

1375 0 ☐ None or __________ Students

c. **Programs for students with disabilities – Instruction for the mentally retarded, specific learning disabled, physically disabled, and other students with disabilities.**

1380 1 ☐ Yes
2 ☐ No

GO to d.

How many students participate in this program?

1385 0 ☐ None or __________ Students

d. **Programs for the gifted and talented – Activities designed to permit gifted and talented students to further develop their abilities.**

1390 1 ☐ Yes
2 ☐ No

GO to e.

How many students participate in this program?

1395 0 ☐ None or __________ Students

SECTION C – PROGRAMS AND SERVICES – CONTINUED

22, Continued

Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source.

e. Extended day or before-school or after-school day care programs.

1400 1 ☐ Yes
2 ☐ No

GO to f.

How many students participate in this program?

1405 0 ☐ None or __________ Students

f. English as a Second Language – Students with limited English proficiency are provided with intensive instruction in English.

1410 1 ☐ Yes
2 ☐ No

GO to g.

How many students participate in this program?

1415 0 ☐ None or __________ Students

g. Bilingual education – Native language is used to varying degrees in instructing students with limited English proficiency. *For example, transitional bilingual education and structured immersion. Do not include foreign language classes or foreign language immersion programs.*

1420 1 ☐ Yes
2 ☐ No

GO to h.

How many students participate in this program?

1425 0 ☐ None or __________ Students

h. Diagnostic and prescriptive services – Services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.

1430 1 ☐ Yes
2 ☐ No

i. Medical health care services – Services provided by trained professionals (e.g., physician, physician assistant, nurse, or nurse practitioner) to diagnose and treat health problems of students.

1435 1 ☐ Yes
2 ☐ No

SECTION C – PROGRAMS AND SERVICES – CONTINUED

23. Does this school have a library media center/library?

1440 1☐ Yes
2☐ No

24. Which of the following types of American Indian or Alaska Native courses does this school offer?

Mark (X) all that apply.

1445 1☐ American Indian or Alaska Native history
1450 2☐ American Indian or Alaska Native language
1455 3☐ American Indian or Alaska Native culture
1460 4☐ American Indian or Alaska Native arts and crafts
1465 5☐ American Indian tribal government or Alaska Native village government
1470 6☐ Multicultural education with an American Indian or Alaska Native emphasis
1475 7☐ Social studies with an American Indian or Alaska Native emphasis
1480 8☐ Two or more of the above topics are integrated into the entire curriculum
1485 0☐ NONE OF THE ABOVE

25a. Around the first of October, did this school offer a KINDERGARTEN program?

1490 1☐ Yes
2☐ No

GO to item 26, page 17.

b. How long is the school day for a kindergarten student?

Mark (X) only one box.

1495 1☐ Half day
2☐ Full day
3☐ Both offered

c. How many times per week does a kindergarten student attend?

If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

1500 _____ Times per week

Notes

SECTION C – PROGRAMS AND SERVICES – CONTINUED

26. Many schools offer programs during the regular school day for children in the years before kindergarten. These programs include prekindergarten programs, nursery programs, preschool programs, day care programs, Head Start programs, and other programs operating during the regular school day for prekindergarten-age children.

a. Around the first of October, which of the following types of programs were available at this school during the regular school day?

These are meant to be independent types of programs. For any particular program, mark the label that best applies. If more than one program is available at this school during the regular school day, mark all that apply.

1505 1☐ No programs for prekindergarten-age children → ***GO to item 27a, page 18.***

1510 2☐ Head Start administered by this school or school district

1515 3☐ Head Start administered by an outside agency

1520 4☐ Day care program administered by this school or school district

1525 5☐ Day care program administered by an outside agency

1530 6☐ Chapter 1 prekindergarten

1535 7☐ Prekindergarten special education administered by this school or school district

1540 8☐ Prekindergarten special education administered by an outside agency

1545 9☐ General prekindergarten program administered by this school or school district (not predominantly Head Start, day care, Chapter 1, or special education)

1550 10☐ General prekindergarten program administered by an outside agency (not predominantly Head Start, day care, Chapter 1, or special education)

b. How many prekindergarten-age children were enrolled in one or more of these programs around the first of October?

Children enrolled in more than one program should be counted only once.

1555 0☐ None or ________ Prekindergarten-age children

c. How many persons holding teaching positions were teaching in these prekindergarten programs at this school around October 1, 1993?

Do not include short-term substitute teachers, student teachers, teacher aides, or day care aides. Include only filled positions; do not count vacant positions. Consider only the amount of time an individual works as a prekindergarten teacher during a typical week at this school.

1565 0☐ None or ________ Full-time teachers

1570 0☐ None or ________ Teach at least ¾ time but less than full time

1575 0☐ None or ________ Teach at least ½ time but less than ¾ time

1580 0☐ None or ________ Teach at least ¼ time but less than ½ time

1585 0☐ None or ________ Teach less than ¼ time

1590 ________ **TOTAL PREKINDERGARTEN TEACHERS**

SECTION C – PROGRAMS AND SERVICES – CONTINUED

27a. Around the first of October, did any students enrolled in this school receive Chapter 1 services at this school, or any other location?

Chapter 1 is a federally-funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.

1600 1☐ Yes
2☐ No

GO to item 28a.

b. Around the first of October, how many students enrolled in this school received Chapter 1 services at this school, or any other location?

Report a separate count for prekindergarten-age children.

1605 0☐ None or ________ Prekindergarten students

1610 0☐ None or ________ Other students (Kindergarten level or higher)

c. In head counts, how many Chapter 1 teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?

1625 0☐ None or ________ Teachers

1630 0☐ None or ________ Teacher aides

28a. Does this school participate in the National School Lunch Program?

1645 1☐ Yes
2☐ No

b. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for the program?

1650 1☐ Yes
2☐ No
3☐ Don't know

GO to item 29a, page 19.

c. Around the first of October, how many applicants at this school were approved for the National School Lunch Program?

Report a separate count for prekindergarten-age children.

1655 0☐ None or ________ Prekindergarten applicants approved

1660 0☐ None or ________ Other applicants approved (Kindergarten level or higher)

d. Around the first of October, how many students at this school received free or reduced-price lunches through the National School Lunch Program?

This number may differ from the number of applicants approved, depending upon how the program is implemented.

Report a separate count for prekindergarten-age children.

1675 0☐ None or ________ Prekindergarten students

1680 0☐ None or ________ Other students (Kindergarten level or higher)

SECTION C – PROGRAMS AND SERVICES – CONTINUED

29a. Does this school provide instruction to students in grade 12?

1745 1☐ Yes
2☐ No

GO to item 30a.

b. Does this school offer job placement services for graduating seniors?

1750 1☐ Yes
2☐ No

c. Does this school have a "Tech-Prep" program, i.e., vocational-technical instruction in the last two years of high school designed to prepare students for two years of vocational instruction at the postsecondary level?

1755 1☐ Yes
2☐ No

30a. Last school year, were any students enrolled in 12th grade?

1820 1☐ Yes
2☐ No

GO to item 31a, page 20.

b. How many students?

1825 __________ 12th graders

c. How many students graduated from the 12th grade last year?

Include 1993 summer graduates.

Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

1830 0☐ None → ***GO to item 31a, page 20.***
OR

1835 __________ Graduates

d. How many of last year's graduates applied to two-year or four-year colleges?

1840 0☐ None or __________ Graduates

Notes

SECTION D – SCHOOL POLICIES

31a. Does this school have a drug, alcohol, and/or tobacco use prevention program?

1865 1☐ Yes
2☐ No

GO to item 32.

b. Which of the following types of activities are included as part of this school's drug, alcohol, and/or tobacco use prevention program?

Mark (X) all that apply.

Teaching students about causes and effects of:

1870 1☐ Alcohol use
1875 2☐ Drug use
1880 3☐ Smoking or chewing tobacco

Teaching students about laws regarding:

1885 1☐ Alcohol possession, purchase, and use
1890 2☐ Drug possession, sales, distribution, and use
1895 3☐ Tobacco possession, purchase, and use

School policy and enforcement for:

1900 1☐ Alcohol possession, use
1905 2☐ Drug possession, sales, use
1910 3☐ Tobacco possession, use

1915 1☐ **Teaching students the skills to resist peer pressure**

1920 1☐ **Peer counseling**

1925 1☐ **School services for high-risk students**

1930 1☐ **Student assistance programs**

1935 1☐ **Referrals to counseling and treatment**

1940 1☐ **Student drug-testing programs**

c. In which of the following ways does this school provide its drug, alcohol, and/or tobacco use prevention program?

Mark (X) all that apply.

1945 1☐ In health curriculum
1950 2☐ In science curriculum
1955 3☐ Separate course
1960 4☐ Throughout curriculum
1965 5☐ Special assemblies
1970 6☐ Other

32. Does this school have an alcohol or drug abuse counseling program?

1975 1☐ Yes
2☐ No

SECTION D – SCHOOL POLICIES – CONTINUED

33a. Does this school have a decision-making body other than a school board, student council, parent/teacher association (PTA), or parent/teacher organization (PTO)?

1980 1☐ Yes
2☐ No

GO to item 34, page 22.

b. Who composes this decision-making body?
Mark (X) all that apply.

1985 1☐ School principal
1990 2☐ School vice principal or assistant principal
1995 3☐ Teachers picked by principal
2000 4☐ Teachers who volunteer
2005 5☐ Teachers who are elected
2010 6☐ Department head
2015 7☐ Students picked by faculty or principal
2020 8☐ Students who are elected
2025 9☐ Parents picked by principal/administrative staff
2030 10☐ Parents who volunteer
2035 11☐ Parents who are elected by community groups
2040 12☐ Other community representatives
2045 13☐ Superintendent or other district representative

c. Which functions does it perform?
Mark (X) all that apply.

2050 1☐ Confers on school personnel issues
2055 2☐ Considers parent and community input on curriculum or student discipline issues
2060 3☐ Brings administrators and teachers together on school resource issues
2065 4☐ Aids principal in budget and spending issues
2070 5☐ Plans transportation routes
2075 6☐ Serves as an intermediary between the school district and the school on operational issues

Notes

BEST COPY AVAILABLE

34. Not counting interruptions, how long did it take to complete this questionnaire?

Please report both hours and minutes, e.g., 1 hour and 25 minutes.

2355 ________ Hours

AND

2360 ________ Minutes

35. Please record the date you completed this form.

2365 ☐☐	☐☐	1 9 ☐☐
Month	Day	Year

THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

Notes

☆ U.S. Government Printing Office: 1993 - 341-927 (92637)

(Please correct any error in name, address, and ZIP Code.)

SASS

Private School Questionnaire (SASS 3B)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **SASS-3B**
(9-29-93)

U.S. Department of Education
National Center for Education Statistics

SASS

PRIVATE SCHOOL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

PLEASE COMPLETE THIS QUESTIONNAIRE WITH INFORMATION ABOUT:

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society
Christian Schools International
Council for American Private Education
Evangelical Lutheran Church in America
Executive Assistant to the Secretary for Private Education
Friends Council on Education
General Conference of the Seventh-Day Adventist Church
Lutheran Church – Missouri Synod
National Association of Episcopal Schools
National Association of Independent Schools
National Association of Private Schools for Exceptional Children
National Catholic Educational Association
National Independent Private School Association
Oral Roberts University Educational Fellowship
Solomon Schechter Day School Association
Torah Umesorah – National Society for Hebrew Day Schools
United States Catholic Conference
Wisconsin Evangelical Lutheran Synod

DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Schools and Staffing Survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about schools, such as staffing patterns, staff-pupil ratios, student characteristics, and programs offered. We will report your data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Mail your completed questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

EMERSON J. ELLIOTT
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

Public reporting burden for this collection of information is estimated to average two hours, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

1. YOUR NAME

____

TITLE:

____

AREA CODE: TELEPHONE NUMBER:

|_|_|_| – |_|_|_| – |_|_|_|_|

BEST TIME TO REACH YOU (if we have questions about any of your responses):

DAYS: ____________ TIME: ____________ a.m. p.m.

2. **If any of the following statements are true for the school named on the front of this questionnaire, please mark the appropriate box.**

Mark (X) all that apply.

0055 1 ☐ This school teaches only prekindergarten and/or kindergarten students.

0060 2 ☐ This school teaches only postsecondary (beyond grade 12) or adult education students.

0070 3 ☐ This school is no longer in operation – *Please report closing date* → ________________

0075 4 ☐ The school named on the front of this questionnaire is a public school, not a private school. *Please describe school, e.g., state school for the deaf, Dept. of Defense school, etc.* ↙

____

0080 5 ☐ The institution or organization named on the front of this questionnaire is not a school. *Please explain* ↙

____

____

3. **If you marked any of the statements above, do not complete this questionnaire. Return it in the enclosed envelope to:**

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you did not mark any of the above statements, continue with item 4.

4. **At the end of this questionnaire, you are asked to record the amount of time required to complete this form. Please record the current date and time:** ↙

____

INSTRUCTIONS

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

Please return this questionnaire within 2 weeks in the enclosed envelope.

5. Are this school's name and grade range the same as that shown on the front page?

NOTE – We have intentionally omitted prekindergarten (PK) and nursery school from the grade range on the front page. If PK or nursery school is the only difference between this school's actual grade range and the range shown on the front page, please mark "Yes" and continue with item 6 on page 5.

0100 1 ☐ Yes → ***Continue with item 6, page 5.***

2 ☐ No → ***Please call the Census Bureau at 1-800-221-1204.***

Notes

SECTION A – SCHOOL CHARACTERISTICS

NOTE – For the remainder of this questionnaire, answer only for the grade range shown on the front page EXCEPT for items 38 – 40. If this school has any programs for prekindergarten-age children, you are asked to include these children in items 38 – 40; do not include them in any other items. Do not include postsecondary (beyond grade 12) or adult education students in any items on this questionnaire.

6. How many students were enrolled in each of the grades shown on the front page, plus any ungraded levels, around the first of October?

Report only for the school named on the front page.

Do NOT include prekindergarten, postsecondary, or adult education students, and children who are enrolled only in day care at this school.

	Grade Levels	Grades offered around October 1, 1993	Enrollment around October 1, 1993
a.	Ungraded (including ungraded special education students)	0115 1☐	0120
b.	Kindergarten	0125 1☐	0130
c.	1st	0135 1☐	0140
d.	2nd	0145 1☐	0150
e.	3rd	0155 1☐	0160
f.	4th	0165 1☐	0170
g.	5th	0175 1☐	0180
h.	6th	0185 1☐	0190
i.	7th	0195 1☐	0200
j.	8th	0205 1☐	0210
k.	9th	0215 1☐	0220
l.	10th	0225 1☐	0230
m.	11th	0235 1☐	0240
n.	12th	0245 1☐	0250

7. What was the total number of students enrolled in this school around the first of October?

Please sum lines 6(a) through 6(n). 0255 ________________ Students

SECTION A – SCHOOL CHARACTERISTICS – CONTINUED

8. Around the first of October, how many students were:

Do not include prekindergarten, postsecondary, or adult education students, and children who are enrolled only in day care at this school.

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0405 0☐None or __________ Students

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

0410 0☐None or __________ Students

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0415 0☐None or __________ Students

d. Black, not of Hispanic origin?

0420 0☐None or __________ Students

e. White, not of Hispanic origin?

0425 0☐None or __________ Students

Notes

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SECTION A – SCHOOL CHARACTERISTICS – CONTINUED

9a. Is this school coeducational?

0450 1☐ Yes
2☐ No, it is an all-female school
3☐ No, it is an all-male school
→ *GO to item 10.*

b. How many MALE students attended this school around the first of October?

0455 0☐ None or ________ Male students

10. How many students were ABSENT on the most recent school day?

0460 0☐ None or ________ Students

11. How many days are in the school year for students in this school?

0465 ________ Days per year

12. How long is the school day for students in this school?

Report BOTH hours and minutes, e.g., "6" hours and "0" minutes, "5" hours and "45" minutes, etc. If the length of day varies by grade level, record the longest day.

0470 ________ Hours

AND

0475 ________ Minutes

Notes

SECTION A – SCHOOL CHARACTERISTICS – CONTINUED

13a. Does this school have a religious orientation, purpose, or affiliation?

0485 1☐ Yes
2☐ No

GO to item 14, page 9.

b. Is this school formally affiliated with a national religious denomination?

0490 1☐ Yes
2☐ No

c. What is this school's religious orientation or affiliation?
Mark (X) only one box.

0495 1☐ Roman Catholic
2☐ Amish
3☐ Assembly of God
4☐ Baptist
5☐ Calvinist
6☐ Christian (no specific denomination)
7☐ Church of Christ
8☐ Church of God
9☐ Disciples of Christ
10☐ Episcopal
11☐ Friends
12☐ Greek Orthodox
13☐ Islamic
14☐ Jewish
15☐ Latter Day Saints
16☐ Lutheran Church -- Missouri Synod
17☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
18☐ Wisconsin Evangelical Lutheran Synod
19☐ Other Lutheran
20☐ Mennonite
21☐ Methodist
22☐ Pentecostal
23☐ Presbyterian
24☐ Seventh-Day Adventist
25☐ Other –*Specify* ↙

____

GO to item 14, page 9.

d. Which of the following categories best describes this school?
Answer this question only if you marked "Roman Catholic" for question c above.
Mark (X) only one box.

0500 1☐ Parochial (or inter-parochial)
2☐ Diocesan
3☐ Private

SECTION A – SCHOOL CHARACTERISTICS – CONTINUED

14. To which of the following associations or organizations does this school belong?

Mark (X) all that apply.

0505 1☐ Accelerated Christian Education
0510 2☐ Alternative School Network
0515 3☐ National Coalition of Alternative Community Schools
0520 4☐ American Association of Christian Schools
0525 5☐ American Montessori Society
0530 6☐ Other Montessori association(s)
0535 7☐ Association of Christian Schools International
0540 8☐ Association of Military Colleges and Schools
0545 9☐ Bilingual School Association
0550 10☐ Council of Bilingual Education
0555 11☐ Other association(s) for bilingual education
0560 12☐ Christian Schools International
0565 13☐ Council for Exceptional Children
0570 14☐ National Association of Private Schools for Exceptional Children
0575 15☐ Other association(s) for exceptional children
0580 16☐ Council of Islamic Schools in North America
0585 17☐ Early Childhood Education Association
0590 18☐ Other early childhood education association(s)
0595 19☐ European Council for International Schools
0600 20☐ Other association(s) for international schools
0605 21☐ Friends Council on Education
0610 22☐ General Conference of the Seventh-Day Adventist Church
0615 23☐ National Association of Episcopal Schools
0620 24☐ National Association of Independent Schools
0625 25☐ National Independent Private School Association
0630 26☐ Other independent school association(s)
0635 27☐ National Association of Laboratory Schools
0640 28☐ National Catholic Educational Association
0645 29☐ Jesuit Secondary Education Association
0650 30☐ National Center for Neighborhood Enterprise
0655 31☐ National Federation of Church Schools
0660 32☐ National Society of Hebrew Day Schools
0665 33☐ Solomon Schechter Day Schools
0670 34☐ Other Jewish school association(s)
0675 35☐ Oral Roberts Educational Fellowship
0680 36☐ Other Christian school association(s)
0685 37☐ Other religious school association(s)
0690 38☐ Other nonreligious school association(s)
0695 0☐ NONE OF THE ABOVE

SECTION A – SCHOOL CHARACTERISTICS – CONTINUED

15a. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

0700 1 ☐ Yes
2 ☐ No

GO to item 16a.

b. Which of these does this school use for admission?

Mark (X) all that apply.

0705 1 ☐ Admission test
0710 2 ☐ Standardized achievement test
0715 3 ☐ Academic record
0720 4 ☐ Special student needs
0725 5 ☐ Special student aptitudes
0730 6 ☐ Personal interview
0735 7 ☐ Recommendations
0740 8 ☐ Religious affiliation
0750 0 ☐ None of the above → ***GO to Item 16a.***

c. Of the categories you marked for question 15b above, which is the most important consideration for admission?

Enter the appropriate category number (1 – 8).

0755 ____ Most important

16a. What type of school is this?

Mark (X) only one box.

0760 1 ☐ REGULAR elementary or secondary
2 ☐ MONTESSORI
3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS -- e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.
4 ☐ SPECIAL EDUCATION -- primarily serves students with disabilities
5 ☐ VOCATIONAL/TECHNICAL - primarily serves students being trained for occupations

→ ***GO to Item 17, page 11.***

6 ☐ ALTERNATIVE - offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school.

b. Is a major role of this school to support home schooling?

0765 1 ☐ Yes
2 ☐ No

SECTION A – SCHOOL CHARACTERISTICS – CONTINUED

17. **Is this school located in a private home that is used primarily as a family residence?**

0775 1☐ Yes
2☐ No

18a. **Do any students board at this school?**

0780 1☐ Yes
2☐ No

GO to item 19a.

b. **How many?**

0785 1☐ All
OR

0790 ________ Students

19a. **Does this school charge tuition for any students?**

0795 1☐ Yes
2☐ No

GO to item 20.

b. **Does this school have any policy for modifying or discounting tuition rates, such as, on the basis of additional students from the same family, financial need, or church membership?**

0800 1☐ Yes
2☐ No

c. **What is the highest ANNUAL tuition charged by this school for a full-time student?**

Do not include boarding fees.

0805 $ ____________ .00 per year

20. **In what year was this school founded?**

0810 ☐☐☐☐
Year

Notes

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SECTION B – STAFFING PATTERNS

PART-TIME POSITIONS

21. How many staff held PART-TIME positions in this school in each of the following categories around the first of October?

Report only for the grade range shown on the front page.

Please read through all of the categories listed below before starting to answer.

INCLUDE AS PART TIME:

- Employees who work part time.
- Employees you share with other schools.
- Employees who perform more than one function at this school; for example, a teaching principal would be counted as a part-time principal in this item.

DO NOT INCLUDE TEACHERS IN THIS ITEM unless they also have some other position (administrator, counselor, etc.) at this school. You will report teachers in later items.

Part-time

a. **Principals/school heads** 0815 0☐None or ______

b. **Vice principals and assistant principals** 0820 0☐None or ______

c. **Other managers, such as a business manager** 0825 0☐None or ______

d. **Instructional coordinators and supervisors, such as curriculum specialists** 0830 0☐None or ______

e. **School counselors** 0835 0☐None or ______

f. **Library media specialists/librarians** 0840 0☐None or ______

g. **Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses** 0845 0☐None or ______

h. **Library media center aides** 0855 0☐None or ______

i. **Teacher aides** 0860 0☐None or ______

j. **Secretaries and other clerical support staff** 0865 0☐None or ______

k. **Other employees (e.g., cafeteria workers, maintenance staff, etc.)** 0870 0☐None or ______

SECTION B – STAFFING PATTERNS – CONTINUED

FULL-TIME POSITIONS

22. How many staff held FULL-TIME positions in this school in each of the following categories around the first of October?

Report only for the grade range shown on the front page.

Please read through all of the categories listed below before starting to answer.

DO NOT REPORT TEACHERS IN THIS ITEM. You will report them in later items.

Full-time

a. Principals/school heads 0875 0☐None or ________

b. Vice principals and assistant principals 0880 0☐None or ________

c. Other managers, such as a business manager 0885 0☐None or ________

d. Instructional coordinators and supervisors, such as curriculum specialists 0890 0☐None or ________

e. School counselors 0895 0☐None or ________

f. Library media specialists/librarians 0900 0☐None or ________

g. Student support services professional staff, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses 0905 0☐None or ________

h. Library media center aides 0915 0☐None or ________

i. Teacher aides 0920 0☐None or ________

j. Secretaries and other clerical support staff 0925 0☐None or ________

k. Other employees (e.g., cafeteria workers, maintenance staff, etc.) 0930 0☐None or ________

SECTION B – STAFFING PATTERNS – CONTINUED

INSTRUCTIONS FOR ITEM 23

Report this school's TEACHERS according to the time spent teaching at this school.

In addition to regular classroom teachers, be sure to include those who teach subjects such as art, music, physical education, and special education.

Do NOT include:

- Prekindergarten, postsecondary, or adult education;
- Student teachers, teacher aides, day care aides, and short-term substitute teachers;
- Counselors, library media specialists/librarians, speech therapists, social workers, and administrators UNLESS they also teach a regularly scheduled class at this school.

If this school has a teaching principal, be sure to include him/her in the appropriate time category.

EXAMPLE

The following is an example to illustrate how you should report teachers in item 23.

If this school has 11 full-time teachers for grades 1-12, 2 half-time teachers for grades 9-12, one teacher who teaches kindergarten ½ time and prekindergarten ½ time, a music teacher who teaches two days each week, and a teaching principal who teaches one 45-minute class each day, you would fill item 23 like this:

0☐None or 11 Full-time teachers

0☒None or ______ Teach at least ¾ time but less than full time

0☐None or 3 Teach at least ½ time but less than ¾ time

0☐None or 1 Teach at least ¼ time but less than ½ time

0☐None or 1 Teach less than ¼ time

16 **TOTAL TEACHERS**

Notice that the teacher who teaches kindergarten half time and prekindergarten half time is counted as a half-time teacher; the time he/she spends teaching prekindergarten is not counted in item 23.

The teaching principal is reported in "Teach less than ¼ time"; the time he/she spends working as a principal is not included in item 23.

23. **How many persons holding teaching positions at this school were teaching in the grades shown on the front page of this questionnaire and the COMPARABLE ungraded levels around October 1, 1993?**

Do not include short-term substitute teachers, student teachers, teacher aides, or day care aides. Include only filled positions; do not count vacant positions. Consider only the amount of time an individual works as a teacher during a typical week at this school.

0935 0☐None or ______ Full-time teachers

0940 0☐None or ______ Teach at least ¾ time but less than full time

0945 0☐None or ______ Teach at least ½ time but less than ¾ time

0950 0☐None or ______ Teach at least ¼ time but less than ½ time

0955 0☐None or ______ Teach less than ¼ time

0960 ______ **TOTAL TEACHERS**

SECTION B – STAFFING PATTERNS – CONTINUED

24. Around the first of October, how many part-time and full-time TEACHERS in this school were:

Do not include teachers who teach ONLY prekindergarten, postsecondary, or adult education.

NOTE – The sum of your entries in items 24a – e should equal the total number of teachers you reported in item 23 on page 14.

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0965 0☐None or ________ Teachers

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

0970 0☐None or ________ Teachers

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0975 0☐None or ________ Teachers

d. Black, not of Hispanic origin?

0980 0☐None or ________ Teachers

e. White, not of Hispanic origin?

0985 0☐None or ________ Teachers

25. How many part-time and full-time TEACHERS were absent on the most recent school day?

0990 0☐None or ________ Teachers

Notes

SECTION B – STAFFING PATTERNS – CONTINUED

INSTRUCTIONS FOR ITEMS 26 – 30

Please read these instructions before answering items 26 – 30.

Answer items 26 – 30 in FTE (full-time equivalent) teacher counts. Record all FTE counts to the nearest tenth, e.g., 15.0, 230.5, 78.6, etc. If your answer is a whole number, please enter a zero to the right of the decimal point (1.0, 25.0, 100.0).

FULL-TIME EQUIVALENT (FTE) describes the number of teaching positions in terms of an average full-time position. The FTE for an individual teacher is derived by dividing the amount of time he/she works as a teacher each week by the amount of time normally required for a full week. For example, if a full-time teacher in this school is required to work 35 hours per week, count:

- a teacher working 35 hours as 1.0;
- a teacher working 21 hours as 0.6;
- a teacher working 15 hours as a kindergarten teacher and 9 hours as a prekindergarten teacher as 0.4 for kindergarten; do not include the time spent teaching prekindergarten in items 26 – 30.
- a person who spends 28 hours as a high school English teacher and 7 hours as a guidance counselor as 0.8; do not include the time he/she spends as a guidance counselor.
- a principal who spends 5 hours teaching and 30 hours on his/her duties as principal as 0.1.

Staff to be INCLUDED:

- In addition to regular classroom teachers, be sure to include FTEs for other types of teachers, such as special education, Chapter 1, physical education, and music.

Staff to be EXCLUDED:

Exclude FTEs for –

- Prekindergarten (and lower levels)
- Postsecondary (beyond grade 12)
- Adult education
- Counselors
- Library media specialists/librarians
- Speech therapists
- Administrators and other nonteaching personnel
- Teacher aides
- Day care aides
- Short-term substitute teachers
- Student teachers

26. How many FTE teachers were employed by this school for each of these levels around October 1 of this school year?

a. Ungraded (including ungraded special education)

0995 0 ☐ None or ___ ___ ___ . ___ FTE teachers

b. Kindergarten

1000 0 ☐ None or ___ ___ . ___ FTE teachers

c. Grades 1-12

1005 0 ☐ None or ___ ___ ___ . ___ FTE teachers

d. Total FTE Teachers (for levels listed above)

Please sum items 26a through 26c.

1010 ___ ___ ___ . ___ Total FTE teachers

SECTION B – STAFFING PATTERNS – CONTINUED

27a. Of the total FTE teachers reported in item 26d, how many held regular or standard STATE certification in their fields of assignment around October 1?

Count a teacher as certified if he/she has met this state's regular or standard certification requirements in his/her assigned field. Include those who have completed all necessary course work and practice teaching, and are eligible for full certification upon completion of a probationary period.

Do NOT count teachers who have only emergency or other nonstandard certification.

1015 0 ☐ None or ____|____|____ . ____ State-certified FTE teachers

b. Of the total FTE teachers reported in item 26d, how many have been certified by a private school organization or association?

1020 0 ☐ None or ____|____|____ . ____ FTE teachers

28a. Around October 1 of this school year, how many FTE teaching positions were vacant or temporarily filled by a substitute teacher because suitable candidates could not be found?

1030 0 ☐ None or ____|____ . ____ FTE positions

b. How many FTE teaching positions were abolished or withdrawn between the start of the hiring season and October 1 of this school year because suitable candidates could not be found?

1035 0 ☐ None or ____|____ . ____ FTE positions

Notes

SECTION B – STAFFING PATTERNS – CONTINUED

29a. As of October 1 of this school year, how many FTE teachers were NEWLY HIRED by this school for this school year?

Newly hired refers to teachers employed by this school for this school year, but not last school year. Include teachers returning from unpaid leave of absence of one school year or more. Do not include substitute teachers.

1045 0☐ None → ***GO to item 30.***

OR

1050 ↓ ___|___ . ___ FTE teachers

b. How many of these NEWLY HIRED FTE teachers hold regular or standard STATE certification in their fields of assignment?

Count a teacher as certified if he/she has met this state's regular or standard certification requirements in his/her assigned field. Include those who have completed all necessary course work and practice teaching, and are eligible for full certification upon completion of a probationary period.

Do NOT count teachers who have only emergency or other nonstandard certification.

1055 0☐ None or ___|___ . ___ FTE teachers

c. How many of these NEWLY HIRED FTE teachers have been certified by a private school organization or association?

1060 0☐ None or ___|___ . ___ FTE teachers

30. At the end of LAST SCHOOL YEAR, how many FTE teachers were laid off?

Count teachers whose contracts were not renewed at the end of the 1992-93 school year because of budget limitations, declining enrollment, or elimination of courses. DO NOT include teachers who were fired or whose contracts were not renewed because of performance reasons.

1070 0☐ None or ___|___ . ___ FTE teachers

Notes

SECTION B – STAFFING PATTERNS – CONTINUED

31a. Were there teaching vacancies in this school for this school year, i.e., teaching positions for which teachers were recruited and interviewed?

1100 1☐ Yes
2☐ No

GO to item 32, page 20.

b. Which of these methods did this school use to cover the vacancies?

Mark (X) all that apply.

1105 1☐ Hired a fully qualified teacher
1110 2☐ Hired a less than fully qualified teacher
1115 3☐ Cancelled planned course offerings
1120 4☐ Expanded some class sizes
1125 5☐ Added sections to other teachers' normal teaching loads
1130 6☐ Assigned a teacher of another subject or grade level to teach those classes
1135 7☐ Assigned an administrator or counselor to teach the class
1140 8☐ Used long-term or short-term substitutes
1145 9☐ Other

c. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

Mark (X) one box on each line.

		Not applicable in this school	No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
(1) General elementary	1150	1☐	2☐	3☐	4☐	5☐	6☐
(2) Special education	1155	1☐	2☐	3☐	4☐	5☐	6☐
(3) English	1160	1☐	2☐	3☐	4☐	5☐	6☐
(4) Mathematics	1165	1☐	2☐	3☐	4☐	5☐	6☐
(5) Physical sciences	1170	1☐	2☐	3☐	4☐	5☐	6☐
(6) Biology or life sciences	1175	1☐	2☐	3☐	4☐	5☐	6☐
(7) English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education	1180	1☐	2☐	3☐	4☐	5☐	6☐
(8) Foreign languages	1185	1☐	2☐	3☐	4☐	5☐	6☐
(9) Music	1190	1☐	2☐	3☐	4☐	5☐	6☐
(10) Business or marketing	1195	1☐	2☐	3☐	4☐	5☐	6☐
(11) Industrial arts	1200	1☐	2☐	3☐	4☐	5☐	6☐
(12) Home economics	1205	1☐	2☐	3☐	4☐	5☐	6☐
(13) Trade and industry	1210	1☐	2☐	3☐	4☐	5☐	6☐
(14) Agriculture	1215	1☐	2☐	3☐	4☐	5☐	6☐

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SECTION B – STAFFING PATTERNS – CONTINUED

32. Which of the following criteria are used in considering applicants for teaching positions in this school?

a. Full standard certification by a private school organization or association

1220 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. Full standard STATE certification for field to be taught

1225 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. At least emergency or temporary state certification or endorsement for field to be taught

1230 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. Graduation from a state-approved teacher education program

1235 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. College major or minor in field to be taught

1240 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

f. Passage of a STATE test of basic skills

1245 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

g. Passage of a STATE test of subject knowledge

1250 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

h. Passage of a SCHOOL test of basic skills or subject knowledge

1255 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

i. Passage of the National Teachers Examination – Core battery

1260 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

j. Passage of the National Teachers Examination – Professional Specialty Area

1265 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

SECTION C – PROGRAMS AND SERVICES

33a. Around the first of October, were any of the students in this school identified as limited English proficient (LEP)?

Limited English proficient refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.

Do not include prekindergarten, postsecondary, or adult education students.

1290 1 ☐ Yes
2 ☐ No

GO to item 34, page 22.

b. Around the first of October, how many students were identified as limited English proficient?

1295 ________ Students

c. Which of the following methods are used by this school to determine whether a student is limited English proficient?

Mark (X) all that apply.

1300 1 ☐ Recommendation by parent
1305 2 ☐ Teacher observation or referral
1310 3 ☐ Home language survey or assessment
1315 4 ☐ Written language exam
1320 5 ☐ Oral interview in native language
1325 6 ☐ Previous student record
1330 7 ☐ Achievement test results

d. Around the first of October, how many limited English proficient students received the following kinds of instruction at this school?

Students may be counted in more than one category. Please read through all of the categories before starting to answer.

Do not include prekindergarten, postsecondary, or adult education students.

(1) Instruction aimed at teaching English to non-English-speaking students (such as English as a Second Language or English for Speakers of Other Languages)

1335 0 ☐ None or ________ Students

(2) Instruction aimed at maintaining or improving the student's fluency in his/her home language (such as Spanish language lessons for Spanish speakers)

1340 0 ☐ None or ________ Students

(3) Instruction aimed at teaching subject matter in the student's home language (such as teaching math in Spanish)

1345 0 ☐ None or ________ Students

(4) Instruction for limited English proficient students whose educational attainment is below the level appropriate for children of their age (such as Compensatory Education)

1350 0 ☐ None or ________ Students

e. Around the first of October, how many limited English proficient students were enrolled in special education programs, including instruction for the learning disabled?

1355 0 ☐ None or ________ Students

SECTION C – PROGRAMS AND SERVICES – CONTINUED

34. Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source.

*Do not include programs available **only** to prekindergarten students.*

*Include only those who are enrolled in **this** school. Do not include prekindergarten, postsecondary, or adult education students, and children who are enrolled only in day care at this school.*

a. Remedial reading – Organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills. *Includes remedial reading instruction that is part of special education and Chapter 1 programs, as well as other remedial reading programs.*

1360 1 ☐ Yes
2 ☐ No → **GO to b.**

How many students participate in this program?

1365 0 ☐ None or __________ Students

b. Remedial mathematics – Organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills. *Includes remedial math instruction that is part of special education and Chapter 1 programs, as well as other remedial math programs.*

1370 1 ☐ Yes
2 ☐ No → **GO to c.**

How many students participate in this program?

1375 0 ☐ None or __________ Students

c. Programs for students with disabilities – Instruction for the mentally retarded, specific learning disabled, physically disabled, and other students with disabilities.

1380 1 ☐ Yes
2 ☐ No → **GO to d.**

How many students participate in this program?

1385 0 ☐ None or __________ Students

d. Programs for the gifted and talented – Activities designed to permit gifted and talented students to further develop their abilities.

1390 1 ☐ Yes
2 ☐ No → **GO to e.**

How many students participate in this program?

1395 0 ☐ None or __________ Students

SECTION C – PROGRAMS AND SERVICES – CONTINUED

34. Continued

Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source.

e. Extended day or before-school or after-school day care programs.

1400 1☐ Yes
2☐ No

GO to f.

How many students participate in this program?

1405 0☐ None or __________ Students

f. English as a Second Language – Students with limited English proficiency are provided with intensive instruction in English.

1410 1☐ Yes
2☐ No

GO to g.

How many students participate in this program?

1415 0☐ None or __________ Students

g. Bilingual education – Native language is used to varying degrees in instructing students with limited English proficiency. *For example, transitional bilingual education and structured immersion. Do not include foreign language classes or foreign language immersion programs.*

1420 1☐ Yes
2☐ No

GO to h.

How many students participate in this program?

1425 0☐ None or __________ Students

h. Diagnostic and prescriptive services – Services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.

1430 1☐ Yes
2☐ No

i. Medical health care services – Services provided by trained professionals (e.g., physician, physician assistant, nurse, or nurse practitioner) to diagnose and treat health problems of students.

1435 1☐ Yes
2☐ No

SECTION C – PROGRAMS AND SERVICES – CONTINUED

35. Does this school have a library media center/library?

1440 1☐ Yes
2☐ No

36. Which of the following types of American Indian or Alaska Native courses does this school offer?

Mark (X) all that apply.

1445 1☐ American Indian or Alaska Native history
1450 2☐ American Indian or Alaska Native language
1455 3☐ American Indian or Alaska Native culture
1460 4☐ American Indian or Alaska Native arts and crafts
1465 5☐ American Indian tribal government or Alaska Native village government
1470 6☐ Multicultural education with an American Indian or Alaska Native emphasis
1475 7☐ Social studies with an American Indian or Alaska Native emphasis
1480 8☐ Two or more of the above topics are integrated into the entire curriculum
1485 0☐ NONE OF THE ABOVE

37a. Around the first of October, did this school offer a KINDERGARTEN program?

1490 1☐ Yes
2☐ No

GO to item 38, page 25.

b. How long is the school day for a kindergarten student?

Mark (X) only one box.

1495 1☐ Half day
2☐ Full day
3☐ Both offered

c. How many times per week does a kindergarten student attend?

If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

1500 _____ Times per week

Notes

SECTION C – PROGRAMS AND SERVICES – CONTINUED

38. Many schools offer programs during the regular school day for children in the years before kindergarten. These programs include prekindergarten programs, nursery programs, preschool programs, day care programs, Head Start programs, and other programs operating during the regular school day for prekindergarten-age children.

a. Around the first of October, which of the following types of programs were available at this school during the regular school day?

These are meant to be independent types of programs. For any particular program, mark the label that best applies. If more than one program is available at this school during the regular school day, mark all that apply.

1505 1☐ No programs for prekindergarten-age children ⟶ ***GO to item 39a, page 26.***
1510 2☐ Head Start administered by this school
1515 3☐ Head Start administered by an outside agency
1520 4☐ Day care program administered by this school
1525 5☐ Day care program administered by an outside agency
1530 6☐ Chapter 1 prekindergarten
1535 7☐ Prekindergarten special education administered by this school
1540 8☐ Prekindergarten special education administered by an outside agency
1545 9☐ General prekindergarten program administered by this school (not predominantly Head Start, day care, Chapter 1, or special education)
1550 10☐ General prekindergarten program administered by an outside agency (not predominantly Head Start, day care, Chapter 1, or special education)

b. How many prekindergarten-age children were enrolled in one or more of these programs around the first of October?

Children enrolled in more than one program should be counted only once.

1555 0☐ None or __________ Prekindergarten-age children

---

c. How many persons holding teaching positions were teaching in these prekindergarten programs at this school around October 1, 1993?

Do not include short-term substitute teachers, student teachers, teacher aides, or day care aides. Include only filled positions; do not count vacant positions. Consider only the amount of time an individual works as a prekindergarten teacher during a typical week at this school.

1565 0☐ None or __________ Full-time teachers

1570 0☐ None or __________ Teach at least ¾ time but less than full time

1575 0☐ None or __________ Teach at least ½ time but less than ¾ time

1580 0☐ None or __________ Teach at least ¼ time but less than ½ time

1585 0☐ None or __________ Teach less than ¼ time

1590 0☐ None or __________ **TOTAL PREKINDERGARTEN TEACHERS**

SECTION C – PROGRAMS AND SERVICES – CONTINUED

39a. Around the first of October, did any students enrolled in this school receive Chapter 1 services at this school, or any other location?

Chapter 1 is a federally-funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.

1600 1☐ Yes
2☐ No

GO to item 40a

b. Around the first of October, how many students enrolled in this school received Chapter 1 services at this school, or any other location?

Report a separate count for prekindergarten-age children.

1605 0☐ None or ________ Prekindergarten students

1610 0☐ None or ________ Other students (Kindergarten level or higher)

c. In head counts, how many Chapter 1 teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?

1625 0☐ None or ________ Teachers

1630 0☐ None or ________ Teacher aides

40a. Does this school participate in the National School Lunch Program?

1645 1☐ Yes
2☐ No

b. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for the program?

1650 1☐ Yes
2☐ No
3☐ Don't know

GO to item 41a, page 27.

c. Around the first of October, how many applicants at this school were approved for the National School Lunch Program?

Report a separate count for prekindergarten-age children.

1655 0☐ None or ________ Prekindergarten applicants approved

1660 0☐ None or ________ Other applicants approved (Kindergarten level or higher)

d. Around the first of October, how many students at this school received free or reduced-price lunches through the National School Lunch Program?

This number may differ from the number of applicants approved, depending upon how the program is implemented.

Report a separate count for prekindergarten-age children.

1675 0☐ None or ________ Prekindergarten students

1680 0☐ None or ________ Other students (Kindergarten level or higher)

SECTION D – HIGH SCHOOL GRADUATION

41a. Does this school provide instruction to students in grade 12?

1745 1 ☐ Yes
2 ☐ No

GO to item 44a, page 28.

b. Does this school offer job placement services for graduating seniors?

1750 1 ☐ Yes
2 ☐ No

c. Does this school have a "Tech-Prep" program, i.e., vocational-technical instruction in the last two years of high school designed to prepare students for two years of vocational instruction at the postsecondary level?

1755 1 ☐ Yes
2 ☐ No

42a. Does this school grant regular high school diplomas?

Do not include vocational certificates, certificates of attendance, or certificates of completion.

1760 1 ☐ Yes
2 ☐ No

GO to item 44a, page 28.

b. For high school graduation for students in the class of 1994, how many years of instruction are required in each of the following areas?

Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.

(1) English/Language arts

1765 0 ☐ None or ____ . ____

(2) Mathematics

1770 0 ☐ None or ____ . ____

(3) Computer science

1775 0 ☐ None or ____ . ____

(4) Social sciences, social studies (e.g., history, geography, economics)

1780 0 ☐ None or ____ . ____

(5) Physical and biological sciences

1785 0 ☐ None or ____ . ____

(6) Foreign language

1790 0 ☐ None or ____ . ____

SECTION D – HIGH SCHOOL GRADUATION – CONTINUED

42c. Do these requirements reflect a 3-year or a 4-year program?

Mark (X) only one box.

1795 1 ☐ 3-year program
2 ☐ 4-year program
3 ☐ Other – **How many years?** ⟶ 1800 ____ Years

43a. Does this school have a community service requirement for students in the class of 1994?

1805 1 ☐ Yes
2 ☐ No

GO to item 44a.

b. Does this school require a certain number of hours of community service?

1810 1 ☐ Yes – **How many hours?** ⟶ 1815 ______ Hours
2 ☐ No

44a. Last school year, were any students enrolled in 12th grade?

1820 1 ☐ Yes
2 ☐ No

GO to item 45, page 29.

b. How many students?

1825 __________ 12th graders

c. How many students graduated from the 12th grade last year?

Include 1993 summer graduates.

Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

1830 0 ☐ None ⟶ ***GO to item 45, page 29.***
OR

1835 __________ Graduates

d. How many of last year's graduates applied to two-year or four-year colleges?

1840 0 ☐ None or __________ Graduates

Notes

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SECTION E – SCHOOL POLICIES

•School Safety, Discipline, and Drug Prevention

45. Does this school have a written policy regarding --

a. General student discipline?

1845 1☐ Yes
2☐ No

b. Student alcohol use/abuse?

1850 1☐ Yes
2☐ No

c. Student drug use/abuse?

1855 1☐ Yes
2☐ No

d. Student tobacco use/abuse?

1860 1☐ Yes
2☐ No

46a. Does this school have a drug, alcohol, and/or tobacco use prevention program?

1865 1☐ Yes
2☐ No

GO to item 47, page 30.

b. Which of the following types of activities are included as part of this school's drug, alcohol, and/or tobacco use prevention program?

Mark (X) all that apply.

Teaching students about causes and effects of:

1870 1☐ Alcohol use
1875 2☐ Drug use
1880 3☐ Smoking or chewing tobacco

Teaching students about laws regarding:

1885 1☐ Alcohol possession, purchase, and use
1890 2☐ Drug possession, sales, distribution, and use
1895 3☐ Tobacco possession, purchase, and use

School policy and enforcement for:

1900 1☐ Alcohol possession, use
1905 2☐ Drug possession, sales, use
1910 3☐ Tobacco possession, use

1915 1☐ **Teaching students the skills to resist peer pressure**

1920 1☐ **Peer counseling**

1925 1☐ **School services for high-risk students**

1930 1☐ **Student assistance programs**

1935 1☐ **Referrals to counseling and treatment**

1940 1☐ **Student drug-testing programs**

SECTION E – SCHOOL POLICIES – CONTINUED

•School Safety, Discipline, and Drug Prevention – Continued

46c. In which of the following ways does this school provide its drug, alcohol, and/or tobacco use prevention program?

Mark (X) all that apply.

1945 1☐ In health curriculum
1950 2☐ In science curriculum
1955 3☐ Separate course
1960 4☐ Throughout curriculum
1965 5☐ Special assemblies
1970 6☐ Other

47. Does this school have an alcohol or drug abuse counseling program?

1975 1☐ Yes
2☐ No

Notes

SECTION E – SCHOOL POLICIES – CONTINUED

•Staff Compensation and Training

48. How many months is the normal contract year for a TEACHER in this school?

Mark (X) only one box.

2080
1☐ 9 months
2☐ 9½ months
3☐ 10 months
4☐ 11 months
5☐ 12 months

49. Is there a salary schedule for teachers in this school?

2095
1☐ Yes
2☐ No

GO to item 51.

50. According to the salary schedule, what is the normal yearly base salary for –

Report salaries in whole dollars.

a. A teacher with a bachelor's degree and no teaching experience?

2100 $ ________.00 per year

b. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's) and no teaching experience?

2105 $ ________.00 per year

c. A teacher with a master's degree plus 30 credits, and no teaching experience?

2110 $ ________.00 per year

d. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?

2115 $ ________.00 per year

e. A teacher at the highest possible step on the salary schedule?

2120 $ ________.00 per year

*NOTE – If you completed item 50, **GO to item 52a, page 32.***

51. Excluding teachers who work on a contributed service basis, what is the range of teachers' yearly base salaries in this school?

Report salaries in whole dollars.

2125 $ ________.00 per year (Lowest)

TO

2130 $ ________.00 per year (Highest)

2135
1☐ All teaching positions are unpaid
2☐ All teachers work on a contributed service basis

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•Staff Compensation and Training – Continued

52a. Are teachers at this school covered by a retirement plan?

2140 1☐ Yes
2☐ No

GO to item 53a, page 33.

b. Can teachers who move to a job in this school from another school receive FULL OR PARTIAL credit in the retirement system for their years of teaching experience?

2165 1☐ Yes, FULL CREDIT
2☐ Yes, PARTIAL CREDIT
3☐ No

GO to item 53a, page 33.

c. Under what circumstances can teachers receive this retirement credit?

Mark (X) all that apply.

2170 1☐ By transferring from another school within the SAME organization or body (e.g., from a school of the same church affiliation)
2175 1☐ From a rollover of the previous retirement plan into this school's retirement plan
2180 1☐ By purchasing credit in this school's retirement plan
2185 1☐ Other – *Specify*

____

Notes

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SECTION E – SCHOOL POLICIES – CONTINUED

•Staff Compensation and Training – Continued

DEFINITIONS FOR ITEMS 53 and 54:

Cash bonus – A supplement to regular compensation over the year, but no permanent increase in salary.

Different step on the salary schedule – Placement of a teacher on a higher step of the salary schedule.

Other salary increase – Increase in base salary or other raise in salary through reclassification (other than a step increase on the salary schedule).

53a. Does this school (or an organization with which it is affiliated) currently use any of the pay incentives listed above to recruit or retain teachers to teach in fields of shortage?

2210 1☐ Yes
2☐ No

GO to item 54a.

b. Which of these pay incentives are used for this purpose?

Mark (X) all that apply.

2215 1☐ Cash bonus
2220 1☐ Different step on the salary schedule
2225 1☐ Other salary increase

c. In which fields are incentives offered?

Mark (X) all that apply.

2230 1☐ Special education
2235 2☐ Mathematics
2240 3☐ Computer science
2245 4☐ Physical sciences
2250 5☐ Biology/Life sciences
2255 6☐ English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), Bilingual education
2260 7☐ Foreign languages
2265 8☐ Vocational-technical education
2270 0☐ None of the above

54a. Does this school currently use any of the pay incentives listed above item 53 for teachers' completion of in-service training or college credits?

2275 1☐ Yes
2☐ No

GO to item 55, page 34.

b. Which of these pay incentives are used for this purpose?

Mark (X) all that apply.

2280 1☐ Cash bonus
2285 1☐ Different step on the salary schedule
2290 1☐ Other salary increase

SECTION E – SCHOOL POLICIES – CONTINUED

•Staff Compensation and Training – Continued

55. Does this school currently use pay incentives for other purposes (e.g., retaining good teachers, rewarding excellence)?

2295 1☐ Yes
2☐ No

56a. Is free training available in this school, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

2300 1☐ Yes
2☐ No

GO to item 57.

b. What are the fields for which this free training is provided?

Mark (X) all that apply.

2305 1☐ Special education
2310 2☐ Mathematics
2315 3☐ Computer science
2320 4☐ Physical sciences
2325 5☐ Biology/Life sciences
2330 6☐ English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), Bilingual education
2335 7☐ Foreign languages
2340 8☐ Vocational-technical education
2345 0☐ None of the above

57. Does this school (or an organization with which it is affiliated) have a training or development program for ASPIRING school administrators?

2350 1☐ Yes
2☐ No

58. Not counting interruptions, how long did it take to complete this questionnaire?

Please report both hours and minutes, e.g., 1 hour and 25 minutes.

2355 ________ Hours

AND

2360 ________ Minutes

59. Please record the date you completed this form.

2365 ☐☐ Month ☐☐ Day 1 9 ☐☐ Year

**THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.**

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

**Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001**

(Please correct any error in name, address, and ZIP Code.)

☆ U.S. GOVERNMENT PRINTING OFFICE 1993 - 300-641 - 814/92644

Public School Teacher Questionnaire (SASS 4A)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE - This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept confidential and will be used only for statistical purposes.

FORM **SASS-4A**
(11-4-93)

U.S. Department of Education
National Center for Education Statistics

PUBLIC SCHOOL TEACHER QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Counseling Association
American Federation of Teachers
Council of Chief State School Officers
Council of the Great City Schools
National Association of Elementary School Principals
National Association of Secondary School Principals
National Center for Improving Science Education
National Education Association
National Science Foundation

INSTRUCTIONS

This questionnaire is intended only for the person whose name appears on the address label on the back of this questionnaire.

If that person no longer works at the school named on the label, please mark (X) the appropriate box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

The person named on the label –

0015 1☐ Has transferred to another school
2☐ Has retired
3☐ Is deceased
4☐ Has left the school named on the address label for another reason (e.g., laid off or to take a nonteaching job)
5☐ Has never worked at the school named on the address label

If you are the person named on the label AND you still work at the school named on the label, please complete this questionnaire and return it to the Bureau of the Census in the enclosed envelope. *Please return it within 2 weeks.*

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

SECTION A – CURRENT TEACHING STATUS

1a. How do you classify your main assignment at THIS school (i.e., the activity at which you spend most of your time) during this school year?

Mark (X) only one box.

0020 1☐ Regular full-time teacher → ***GO to item 5, page 5.***

2☐ Regular part-time teacher
3☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
4☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
} ***GO to item 2, page 4.***

5☐ Short-term substitute
6☐ Student teacher
7☐ Teacher aide
} ***Please STOP now and return this questionnaire to the Bureau of the Census. Thank you for your time.***

8☐ Administrator (e.g., principal, assistant principal, director, school head)
9☐ Library media specialist or librarian
10☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)
11☐ Support staff (e.g., secretary)

b. Do you TEACH any regularly scheduled classes at this school?

If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0025 1☐ Yes → ***GO to item 2, page 4.***

2☐ No → ***Please STOP now and return this questionnaire to the Bureau of the Census. Thank you for your time.***

SECTION A – CURRENT TEACHING STATUS – CONTINUED

2. How much time do you work as a TEACHER at this school?

Mark (X) only one box.

0030
1 ☐ Full time → ***GO to item 5, page 5.***
2 ☐ 3/4 time or more, but less than full-time
3 ☐ 1/2 time or more, but less than 3/4 time
4 ☐ 1/4 time or more, but less than 1/2 time
5 ☐ Less than 1/4 time

3a. Do you have any other assignment at THIS school?

0035
1 ☐ Yes
2 ☐ No → ***GO to item 4.***

b. Which of these categories best describes your other assignment at this school?

Mark (X) only one box.

0040
1 ☐ Administrator (e.g., principal, assistant principal, director, school head)
2 ☐ Counselor
3 ☐ Library media specialist/librarian
4 ☐ Coach
5 ☐ Other professional staff (e.g., department head, curriculum coordinator)
6 ☐ Support staff (e.g., secretary, aide)

c. Including your teaching and other assignment, are you a FULL-TIME EMPLOYEE at this school?

0045
1 ☐ Yes → ***GO to item 5, page 5.***
2 ☐ No

4. In addition to employment at this school, what is your OTHER main activity?

Mark (X) only one box.

0050
1 ☐ Teaching in another school
2 ☐ Working as a paid tutor
3 ☐ Student at a college or university
4 ☐ Working in a position in the field of education, but not as a teacher
5 ☐ Working in an occupation outside the field of education
6 ☐ Caring for family members
7 ☐ Seeking work
8 ☐ Other – *Describe* ↙

____

Notes

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SECTION B – TEACHING EXPERIENCE

5. In what year did you begin your first teaching position (full-time or part-time) at the elementary or secondary level?

Do not include time spent as a student teacher.

0055 1 9 ☐ ☐

6. What was your MAIN activity the year before you began teaching at the elementary or secondary level?

Mark (X) only one box.

0060
1☐ Student at a college or university
2☐ Caring for family members
3☐ Working as a substitute teacher
4☐ Teaching in a preschool
5☐ Teaching at a college or university
→ ***GO to item 9a, page 7.***

6☐ Working in a position in the field of education, but not as a teacher → ***Continue with item 7.***

7☐ Working in an occupation outside the field of education → ***GO to item 8a, page 6.***

8☐ Military service
9☐ Unemployed and seeking work
10☐ Retired from another job
→ ***GO to item 9a, page 7.***

NOTE: Answer item 7 only if you marked box 6 in item 6 above.

7. Which of these categories best describes your previous position in the field of education?

Mark (X) only one box.

0065
1☐ Administrator (e.g., principal, assistant principal, director, school head)
2☐ Counselor
3☐ Library media specialist/librarian
4☐ Coach
5☐ Other professional staff (e.g., department head, curriculum coordinator)
6☐ Instructional aide
7☐ Noninstructional support staff (e.g., secretary)

GO to item 9a, page 7.

Notes

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SECTION B – TEACHING EXPERIENCE – CONTINUED

NOTE: Answer items 8a–e only if you marked box 7 in item 6.

8a. For whom did you work?

Record the name of the company, business, or organization.

____

b. What kind of business or industry was this?

For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.

0070 ☐☐☐ ______________________________

(Office use only)

c. What kind of work were you doing?

Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

0075 ☐☐☐ ______________________________

(Office use only)

d. What were your most important activities or duties at that job?

For example, typing, selling cars, driving delivery truck, caring for livestock.

____

e. How would you classify yourself on that job?

Mark (X) only one box.

0080 1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY in a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

Notes

SECTION B – TEACHING EXPERIENCE – CONTINUED

9a. Have you ever worked as an elementary or secondary teacher in a PRIVATE SCHOOL?

0090 1☐ Yes
2☐ No

GO to item 10a.

b. How many years did you teach FULL-TIME in private schools?

Record whole years, not fractions or months. If less than 4 months, mark "None".

0095 0☐ None or ________ Years

c. How many years did you teach PART-TIME in private schools?

Record whole years, not fractions or months. If less than 4 months, mark "None."

0100 0☐ None or ________ Years

10a. How many years have you worked as a FULL-TIME elementary or secondary teacher in PUBLIC schools?

Include the current school year if you are a full-time teacher this year.

Record whole years, not fractions or months. If less than 4 months, mark "None."

0105 0☐ None or ________ Years

b. How many years have you worked as a PART-TIME elementary or secondary teacher in PUBLIC schools?

Include this school year if you are a part-time teacher this year.

Record whole years, not fractions or months. If less than 4 months, mark "None."

0110 0☐ None or ________ Years

Notes

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SECTION B – TEACHING EXPERIENCE – CONTINUED

11a. Since you began teaching, how many times have you had a break in service of one year or more?

0115 0☐ None ⟶ ***GO to item 12, page 9.***

OR

0120 ______ Breaks in service

b. Were any of these breaks due to a reduction-in-force or a lay-off?

0125 1☐ Yes – **How many?** ⟶ 0130 ______

2☐ No

c. How long was the most recent break in service?

0135 ______ Years

d. Since your most recent break in service, how many consecutive years have you been teaching?

Include the current year and count each year, whether full-time or part-time, as one year.

0140 ______ Years

715

SECTION B – TEACHING EXPERIENCE – CONTINUED

12. In what year did you begin teaching in THIS school?

If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.

0145 | 1 | 9 | | |

13. What was your MAIN activity the year before you began teaching in THIS school?

If you left this school and then returned, please report your main activity the year before you most recently returned to this school.

Mark (X) only one box.

0150
1☐ Teaching in another elementary or secondary school IN THIS SCHOOL SYSTEM
2☐ Teaching in a public elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
3☐ Teaching in a private elementary or secondary school IN THIS STATE
4☐ Teaching in an elementary or secondary school IN A DIFFERENT STATE – **Which state?**

0155 | | | ________________________________
(Office use only) State

→ ***GO to item 15a, page 11.***

0160
5☐ Working as a substitute teacher
6☐ Teaching in a preschool
7☐ Teaching at a college or university
8☐ Working in a position in the field of education, but not as a teacher
9☐ Working in an occupation outside the field of education
10☐ Caring for family members
11☐ Student at a college or university
12☐ Military service
13☐ Unemployed and seeking work
14☐ Retired from another job

14. In addition to the above activity, did you also TEACH in any of grades K through 12?

Do not include student teaching or short-term substitute teaching.

0165
1☐ Yes
2☐ No

Notes

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SECTION C – TEACHER TRAINING

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 15, 17, 18, 19, AND 20

EDUCATION FIELDS

General education

01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education

07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education

67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education

78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL FIELDS

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages

51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences

57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences

62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences
84 **All others**

SECTION C – TEACHER TRAINING – CONTINUED

15a. Do you have a bachelor's degree?

0170 1 ☐ Yes
2 ☐ No

GO to item 18a, page 12.

b. What was your major field of study?

Record the two-digit field code from the list on page 10 and the field name.

0175 ☐☐ Code ____________________ Major field

c. In what year did you receive your bachelor's degree?

0180 1 9 ☐☐

d. Did you have a second major field of study?

0185 1 ☐ Yes
2 ☐ No

GO to item 15f.

e. What was your second major field of study?

Record the two-digit field code from the list on page 10 and the field name.

0190 ☐☐ Code ____________________ Second major field

f. Did you have a minor field of study?

0195 1 ☐ Yes
2 ☐ No

GO to item 16a.

g. What was your minor field of study?

Record the two-digit field code from the list on page 10 and the field name.

0200 ☐☐ Code ____________________ Minor field

16a. What is the name of the college or university where you earned your bachelor's degree?

0205 ☐☐☐☐☐☐ **(Office use only)** ____________________ Name of college or university

b. In what city and state is it located?

0210 ☐☐ **(Office use only)** ____________________ City ____________________ State

0215 1 ☐ Located outside United States

SECTION C – TEACHER TRAINING – CONTINUED

17a. Do you have a second bachelor's degree?

0220
1 ☐ Yes
2 ☐ No → ***GO to item 18a.***

b. What was your major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0225 ☐☐ ______________________
Code — Major field

c. In what year did you receive your second bachelor's degree?

0230 1 9 ☐☐

18a. Do you have a master's degree?

0235
1 ☐ Yes
2 ☐ No → ***GO to item 20a, page 13.***

b. What was your major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0240 ☐☐ ______________________
Code — Major field

c. In what year did you receive your master's degree?

0245 1 9 ☐☐

19a. Do you have a second master's degree?

0250
1 ☐ Yes
2 ☐ No → ***GO to item 20a, page 13.***

b. What was your major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0255 ☐☐ ______________________
Code — Major field

c. In what year did you receive your second master's degree?

0260 1 9 ☐☐

SECTION C – TEACHER TRAINING – CONTINUED

20a. Do you have any other type of degree?

0265 1 ☐ Yes
2 ☐ No

GO to item 21a, page 14.

	b. What other degrees have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Record the two-digit field code from the list on page 10 and the field name.*	**d. In what year did you receive each degree?**
0270	1 ☐ Associate degree	0275 ☐☐ ______ Code Major field	0280 1 9 ☐☐
0285	1 ☐ Educational specialist or professional diploma (at least one year beyond master's level)	0290 ☐☐ ______ Code Major field	0295 1 9 ☐☐
0300	1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	0305 ☐☐ ______ Code Major field	0310 1 9 ☐☐

Notes

SECTION C – TEACHER TRAINING – CONTINUED

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 21

General

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas

86 American Indian/Native American studies
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/Theater
21 English/Language arts
23 English as a second language
26 Gifted
28 Home economics
16 Journalism
33 Mathematics
35 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/Social science (including history)

Foreign languages

51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science

57 Biology/Life science
58 Chemistry
59 Geology/Earth science/Space science
09 Physical science
60 Physics
61 General and all other science

Vocational-technical education

05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
49 Trade and industry
50 Technical
83 Other vocational/technical education

Special education

67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/Language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 **All others**

21a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?

Record the two-digit code from the list above and the field name. If your teaching schedule is divided equally between two fields, record either field as your main assignment, mark (X) in box 1, and report the other field in item 21c.

0315 ☐☐ ____________________

Code — Main assignment field

0320 1 ☐ Teaching assignment equally divided between two fields

b. Do you teach classes in OTHER fields at this school?

0325 1 ☐ Yes
2 ☐ No

GO to item 22a, page 15.

c. In what field do you teach the second most classes?

Use codes listed above.

0330 ☐☐ ____________________

Code — Other assignment field

SECTION C – TEACHER TRAINING – CONTINUED

22a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

0335 1 ☐ Yes
2 ☐ No → **GO to item 23a.**

b. What type of certificate do you hold in this field?

Mark (X) only one box.

0340 2 ☐ Advanced professional certificate
3 ☐ Regular or standard state certificate
4 ☐ The certificate offered in your state to persons who HAVE COMPLETED what the state calls an "alternative certification program"
5 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
6 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
7 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
8 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

C. In what year were you certified in your main teaching assignment field by this state?

0345 1 9 ☐☐

23a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

0350 0 ☐ Not applicable; I do not have a second teaching assignment field → ***GO to item 24a, page 16.***
1 ☐ Yes
2 ☐ No → ***GO to item 24a, page 16.***

b. What type of certificate do you hold in this field?

Mark (X) only one box.

0355 2 ☐ Advanced professional certificate
3 ☐ Regular or standard state certificate
4 ☐ The certificate offered in your state to persons who HAVE COMPLETED what the state calls an "alternative certification program"
5 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
6 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
7 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
8 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

C. In what year were you certified in this field by this state?

0360 1 9 ☐☐

SECTION C – TEACHER TRAINING – CONTINUED

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 24, 25 AND 26

General

01	Prekindergarten
02	Kindergarten
03	General elementary

Special areas

86	American Indian/Native American studies
10	Art
12	Basic skills and remedial education
13	Bilingual education
17	Computer science
18	Dance
19	Drama/Theater
21	English/Language arts
23	English as a second language
26	Gifted
28	Home economics
16	Journalism
33	Mathematics
35	Military science
37	Music
39	Philosophy
40	Physical education, health
43	Reading
44	Religion
47	Social studies/Social science (including history)

Foreign languages

51	French
52	German
53	Latin
54	Russian
55	Spanish
56	Other foreign language

Science

57	Biology/Life science
58	Chemistry
59	Geology/Earth science/Space science
09	Physical science
60	Physics
61	General and all other science

Vocational-technical education

05	Accounting
06	Agriculture
14	Business, marketing
27	Health occupations
30	Industrial arts
49	Trade and industry
50	Technical
83	Other vocational/technical education

Special education

67	Special education, general
68	Emotionally disturbed
69	Mentally retarded
70	Speech/Language impaired
71	Deaf and hard-of-hearing
72	Visually handicapped
73	Orthopedically impaired
74	Mildly handicapped
75	Severely handicapped
76	Specific learning disabilities
77	Other special education

84 All others

24a. Do you have any other regular or advanced teaching certificates in this state or in any other state?

0365
1☐ Yes
2☐ No

GO to item 25a.

b. In what teaching assignment fields are these certificates?
Record the two-digit code from the list above.

0370 ☐☐ Code
0375 ☐☐ Code
0380 ☐☐ Code
0385 ☐☐ Code
0390 ☐☐ Code
0395 ☐☐ Code

25a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field?
Record the two-digit code from the list above and the field name.

0400 ☐☐ Code ________ Best qualified field

b. Do you feel qualified to teach any other field?

0405
1☐ Yes
2☐ No

GO to item 26a, page 17.

c. For what field do you feel second best qualified?
Use codes listed above.

0410 ☐☐ Code ________ Second best qualified field

SECTION C – TEACHER TRAINING – CONTINUED

26a. Has your MAIN teaching assignment field changed since you began teaching?

0415 1☐ Yes
2☐ No

GO to item 27.

b. What was your previous main assignment field?

Use codes listed on page 16.

0420 ☐☐ ______________________________

Code Previous assignment field

c. Counting this year, how many consecutive years have you been teaching in your current assignment field?

0425 ________ Years

27. Are you a Chapter 1 teacher (i.e., are you paid in full or in part by federal funds under the Elementary and Secondary Education Act)?

0430 1☐ Yes
2☐ No

28. Have you ever taken any undergraduate or graduate COURSES in the following subjects? *Answer for each field listed below.*	NUMBER OF COURSES	
	Undergraduate	Graduate
a. Mathematics? 0435 1☐ Yes – **How many?** → 2☐ No courses taken	0440 ____________ Courses 0☐ None	0445 ____________ Courses 0☐ None
b. Computer science? 0450 1☐ Yes – **How many?** → 2☐ No courses taken	0455 ____________ Courses 0☐ None	0460 ____________ Courses 0☐ None
c. Biology or life science? 0465 1☐ Yes – **How many?** → 2☐ No courses taken	0470 ____________ Courses 0☐ None	0475 ____________ Courses 0☐ None
d. Chemistry? 0480 1☐ Yes – **How many?** → 2☐ No courses taken	0485 ____________ Course 0☐ None	0490 ____________ Courses 0☐ None
e. Physics? 0495 1☐ Yes – **How many?** → 2☐ No courses taken	0500 ____________ Courses 0☐ None	0505 ____________ Courses 0☐ None
f. Earth or space science? 0510 1☐ Yes – **How many?** → 2☐ No courses taken	0515 ____________ Courses 0☐ None	0520 ____________ Courses 0☐ None
g. Other natural science (e.g., paleontology, ecology, environmental science)? 0525 1☐ Yes – **How many?** → 2☐ No courses taken	0530 ____________ Courses 0☐ None	0535 ____________ Courses 0☐ None

SECTION C – TEACHER TRAINING – CONTINUED

29. At this school, do you teach any elementary or secondary classes in computer science, mathematics, or any kind of science, such as biology, chemistry, or general science?

Do not include health or vocational education classes.

0540 1☐ Yes
2☐ No

30. Since the end of last school year, in which of these activities related to teaching have you participated?

Mark (X) all that apply.

0545 1☐ SCHOOL DISTRICT sponsored workshops or in-service programs
0550 2☐ SCHOOL sponsored workshops or in-service programs
0555 3☐ University extension or adult education courses
0560 4☐ College courses in your subject field
0565 5☐ Professional growth activities sponsored by professional associations
0570 6☐ Committee to integrate academic skills into the vocational curriculum
0575 7☐ Other curriculum committee
0580 8☐ Committee on selecting textbooks or materials
0585 0☐ None of the above

31. Since the end of last school year, have you participated in any in-service or professional development programs which focused on the following topics?

a. Uses of educational technology for instruction (e.g., use of computer, satellite learning)

0590 1☐ Yes – **How many hours did the program last?** → 0595 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

b. Methods of teaching your subject field

0600 1☐ Yes – **How many hours did the program last?** → 0605 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

c. In-depth study in your subject field

0610 1☐ Yes – **How many hours did the program last?** → 0615 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

d. Student assessment (e.g., methods of testing, evaluation, performance assessment)

0620 1☐ Yes – **How many hours did the program last?** → 0625 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

e. Cooperative learning in the classroom

0630 1☐ Yes – **How many hours did the program last?** → 0635 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

SECTION C – TEACHER TRAINING – CONTINUED

NOTE: Answer this item only if you answered "Yes" to one or more of the training topics listed in item 31 on page 18.

32. Please give your opinion about the impact of the professional development programs, described in item 31, in which you have participated since last school year.

		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
a. **Provided information that was new to me.**	0640	1☐	2☐	3☐	4☐	5☐
b. **Changed my views on teaching.**	0645	1☐	2☐	3☐	4☐	5☐
c. **Caused me to change my teaching practices.**	0650	1☐	2☐	3☐	4☐	5☐
d. **Caused me to seek further information or training.**	0655	1☐	2☐	3☐	4☐	5☐
e. **Were generally a waste of my time.**	0660	1☐	2☐	3☐	4☐	5☐

33. What types of support have you received during the current school year for in-service education or professional development in your MAIN teaching assignment field?

Mark (X) all that apply.

0665 1☐ Released time from teaching
0670 2☐ Scheduled time (i.e., time built into your schedule for professional development)
0675 3☐ Travel and/or per diem expenses
0680 4☐ Tuition and/or fees
0685 5☐ Professional growth credits
0690 0☐ None of the above

34. Are you a member of a teachers' union or an employee association similar to a union?

0695 1☐ Yes
2☐ No

35a. During your first year of teaching, did you participate in a formal teacher induction program, i.e., a program to help beginning teachers by assigning them to master or mentor teachers?

Do not include student teaching.

0700 1☐ Yes
2☐ No

b. Are you currently a master or mentor teacher (i.e., a teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program?

Do not include supervision or training of student teachers.

0705 1☐ Yes
2☐ No

SECTION D – CURRENT TEACHING LOAD

36. In what grade levels are the students in your classes at THIS school?

Mark (X) all that apply.

0710	1☐ Ungraded	0750	1☐ 6th
0715	1☐ Prekindergarten	0755	1☐ 7th
0720	1☐ Kindergarten	0760	1☐ 8th
0725	1☐ 1st	0765	1☐ 9th
0730	1☐ 2nd	0770	1☐ 10th
0735	1☐ 3rd	0775	1☐ 11th
0740	1☐ 4th	0780	1☐ 12th
0745	1☐ 5th	0785	1☐ Postsecondary

NOTE: The following questions request information on classes you taught ***at THIS school*** *during your* ***most recent full week*** *of teaching (i.e., the last week when school was in session for 5 full days and you taught your normal schedule).*

37. Which of these categories best describes the way your classes at this school are organized?

Mark (X) only one box.

0790 1☐ DEPARTMENTALIZED INSTRUCTION – You teach subject matter courses (e.g., biology, history, typing) to several classes of different students all or most of the day. → ***GO to item 39, page 22.***

2☐ ELEMENTARY ENRICHMENT CLASS – You teach only **one subject** (such as art, music, physical education, computer skills) in an **elementary** school → ***GO to item 41a, page 24.***

3☐ SELF-CONTAINED CLASS – You teach multiple subjects to the same class of students all or most of the day

4☐ TEAM TEACHING -- You collaborate with one or more teachers in teaching multiple subjects to the same class of students

5☐ "PULL-OUT" CLASS – You provide instruction (e.g., special education, reading) to certain students who are released from their regular classes.

GO to item 38a, page 21.

Notes

38a. At THIS school, how many students were enrolled in the class or program you taught during your most recent FULL WEEK of teaching?

If you teach two kindergarten or prekindergarten sessions per day, or two or more pull-out classes, report the average number of students.

0795 ________ Students

b. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

If you taught two or more subjects at the same time, apportion the time to each subject as best you can.

Report hours to the nearest whole hour; do not record fractions or minutes.

If you did not teach a particular subject during the week, mark (X) the "None" box.

(1) English/Reading/Language arts

0800 0☐ None or ________ Hours per week

(2) Arithmetic/Mathematics

0805 0☐ None or ________ Hours per week

(3) Social studies/History

0810 0☐ None or ________ Hours per week

(4) Science

0815 0☐ None or ________ Hours per week

→ ***GO to item 42a, page 24.***

Notes

SECTION D – CURRENT TEACHING LOAD – CONTINUED

NOTE: Answer items 39 and 40 ONLY if you taught subject matter (departmentalized) courses to different groups of students, i.e., you marked box 1 for item 37 on page 20.

39. During your most recent FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?

Do not include:

- Homeroom periods
- Study halls
- Classes taught at any other school

If you teach two or more classes of the same subject (e.g., algebra I) to different groups of students at this school, count them as separate classes.

EXAMPLES:

(1) If you teach chemistry to two classes of students and physics to two classes of students, you would report 4 classes.

(2) If you teach English III to four classes of students and journalism to one class, you would report 5 classes.

(3) If you teach drama to one class of students at this school and English IV to three classes of students at another school, you would report 1 class.

0820 ________ Classes (or sections)

SUBJECT MATTER CODES FOR QUESTION 40a

Vocational education
01 Agriculture
02 Business, marketing
03 Industrial arts
04 Health occupations
05 Vocational home economics
06 Trade and industry
07 Technical
08 Accounting/bookkeeping
09 Shorthand
10 Typing
11 Career education
12 Other vocational education

English/Language arts
21 Literature
22 Composition/journalism/creative writing
23 Reading
24 English as a second language
25 Other English/language arts courses

Foreign languages
31 French
32 German
33 Latin
34 Russian
35 Spanish
36 Other foreign language

Mathematics
41 General mathematics
42 Business math
43 Algebra, elementary
44 Algebra, intermediate
45 Algebra, advanced
46 Geometry, plane/solid
47 Trigonometry
48 Analytic geometry/math analysis
49 Probability/statistics
50 Calculus
51 Other mathematics

Computer science
52 Computer awareness/applications
53 Computer programming
54 Other computer science

Natural science
61 General science
62 Biology/life science
63 Chemistry
64 Physics
65 Geology/earth science/space science
66 Other physical science
67 Other natural science

Social science
70 Social studies
71 History
72 World civilization
73 Political science/government
74 Geography
75 Economics
76 Civics
77 Sociology/social organization
78 Other social science

Visual and performing arts
81 Arts and crafts
82 Filmmaking/photography
83 Chorus
84 Band
85 Drama/theater/dance
86 Music
87 Other visual/performing arts

Other areas
91 Driver education
92 Health
93 Nonvocational home economics
94 Philosophy
95 Physical education
96 Psychology
97 Religion
98 Other courses not elsewhere classified

SECTION D – CURRENT TEACHING LOAD – CONTINUED

40. For each class (or section) that you taught during your most recent FULL WEEK of teaching –

For each class (or section), please complete a line of the table below. The number of lines filled should equal the number of classes reported in item 39 on page 22.

a. What subject did you teach? *Record the name of the subject and the appropriate code from the list on page 22.*

b. How many students were enrolled in the class?

		Code	Name of Subject		
(1)	0825	☐☐	____________	0830	______ Students
(2)	0835	☐☐	____________	0840	______ Students
(3)	0845	☐☐	____________	0850	______ Students
(4)	0855	☐☐	____________	0860	______ Students
(5)	0865	☐☐	____________	0870	______ Students
(6)	0875	☐☐	____________	0880	______ Students
(7)	0885	☐☐	____________	0890	______ Students
(8)	0895	☐☐	____________	0900	______ Students
(9)	0905	☐☐	____________	0910	______ Students
(10)	0915	☐☐	____________	0920	______ Students
(11)	0925	☐☐	____________	0930	______ Students
(12)	0935	☐☐	____________	0940	______ Students
(13)	0945	☐☐	____________	0950	______ Students
(14)	0955	☐☐	____________	0960	______ Students
(15)	0965	☐☐	____________	0970	______ Students

If you answered items 39 and 40, GO to item 42a on page 24.

SECTION D – CURRENT TEACHING LOAD – CONTINUED

NOTE: Answer items 41a–c below, only if you marked "Elementary enrichment class" (box 2) in item 37 on page 20.

41a. What is the total number of students enrolled in all the classes you teach at THIS school?

0975 ______________ Students

b. How many times per WEEK does each class usually meet?

If your classes have alternating schedules, e.g., 3 times one week and 2 times the next, mark the box for the most times a class would meet in one week.

Mark (X) only one box.

0980
1 ☐ Once
2 ☐ Twice
3 ☐ Three times
4 ☐ Four times
5 ☐ Five times
6 ☐ More than 5 times

c. During your most recent FULL WEEK of teaching, how many separate classes (or sections) did you teach?

Count each group of students that you taught as a class. For example, if you taught P.E. to 4 classes of first graders, 3 classes of second graders, 3 classes of third graders and 2 classes of fourth graders, you would report 12 classes.

0985 __________ Classes

42a. How many hours were you required to be at this school during your most recent FULL WEEK of teaching?

Report in whole hours, not fractions or minutes.

If you teach at more than one school, report only the hours required for THIS school.

0990 __________ Hours per week

b. During your most recent full week, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours.

(1) School-related activities involving student interaction (e.g., coaching, field trips, tutoring, transporting students)

0995 0 ☐ None or __________ Hours per week

(2) Other school-related activities (e.g., preparation, grading papers, parent conferences, attending meetings)

1000 0 ☐ None or __________ Hours per week

731

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING

43. During your most recent FULL WEEK of teaching –

a. How many students in the class(es) you teach were tardy?

1005 0☐ None or ____________ Students

b. How many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?

1010 0☐ None or ____________ Interruptions

44. At this school, how much actual influence do you think teachers have over school policy in each of the following areas?

Use the scale of 0–5 where 0 means "No influence" and 5 means "A great deal of influence."

		No influence ←					→ A great deal of influence
a. Setting discipline policy	1015	0☐	1☐	2☐	3☐	4☐	5☐
b. Determining the content of in-service programs	1020	0☐	1☐	2☐	3☐	4☐	5☐
c. Hiring new full-time teachers	1025	0☐	1☐	2☐	3☐	4☐	5☐
d. Deciding how the school budget will be spent	1030	0☐	1☐	2☐	3☐	4☐	5☐
e. Evaluating teachers	1035	0☐	1☐	2☐	3☐	4☐	5☐
f. Establishing curriculum	1040	0☐	1☐	2☐	3☐	4☐	5☐

45. At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?

Use the scale of 0–5 where 0 means "No control" and 5 means "Complete control."

		No control ←					→ Complete control
a. Selecting textbooks and other instructional materials	1045	0☐	1☐	2☐	3☐	4☐	5☐
b. Selecting content, topics, and skills to be taught	1050	0☐	1☐	2☐	3☐	4☐	5☐
c. Selecting teaching techniques	1055	0☐	1☐	2☐	3☐	4☐	5☐
d. Evaluating and grading students	1060	0☐	1☐	2☐	3☐	4☐	5☐
e. Disciplining students	1065	0☐	1☐	2☐	3☐	4☐	5☐
f. Determining the amount of homework to be assigned	1070	0☐	1☐	2☐	3☐	4☐	5☐

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – CONTINUED

46. **To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.**

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
a. **Student tardiness**	1075	1☐	2☐	3☐	4☐
b. **Student absenteeism**	1080	1☐	2☐	3☐	4☐
c. **Teacher absenteeism**	1085	1☐	2☐	3☐	4☐
d. **Students cutting class**	1090	1☐	2☐	3☐	4☐
e. **Physical conflicts among students**	1095	1☐	2☐	3☐	4☐
f. **Robbery or theft**	1100	1☐	2☐	3☐	4☐
g. **Vandalism of school property**	1105	1☐	2☐	3☐	4☐
h. **Student pregnancy**	1110	1☐	2☐	3☐	4☐
i. **Student use of alcohol**	1115	1☐	2☐	3☐	4☐
j. **Student drug abuse**	1120	1☐	2☐	3☐	4☐
k. **Student possession of weapons**	1125	1☐	2☐	3☐	4☐
l. **Verbal abuse of teachers**	1130	1☐	2☐	3☐	4☐
m. **Student disrespect for teachers**	1135	1☐	2☐	3☐	4☐
n. **Students dropping out**	1140	1☐	2☐	3☐	4☐
o. **Student apathy**	1145	1☐	2☐	3☐	4☐
p. **Lack of academic challenge**	1150	1☐	2☐	3☐	4☐
q. **Lack of parent involvement**	1155	1☐	2☐	3☐	4☐
r. **Parental alcoholism and/or drug abuse**	1160	1☐	2☐	3☐	4☐
s. **Poverty**	1165	1☐	2☐	3☐	4☐
t. **Racial tension**	1170	1☐	2☐	3☐	4☐
u. **Students come to school unprepared to learn**	1175	1☐	2☐	3☐	4☐
v. **Poor nutrition**	1180	1☐	2☐	3☐	4☐
w. **Poor student health**	1185	1☐	2☐	3☐	4☐
x. **Student problems with the English language**	1190	1☐	2☐	3☐	4☐

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – CONTINUED

47. **Do you agree or disagree with each of the following statements?**

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. Teachers in this school are evaluated fairly.	1195	1☐	2☐	3☐	4☐
b. The principal lets staff members know what is expected of them.	1200	1☐	2☐	3☐	4☐
c. The school administration's behavior toward the staff is supportive and encouraging.	1205	1☐	2☐	3☐	4☐
d. I am satisfied with my teaching salary.	1210	1☐	2☐	3☐	4☐
e. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.	1215	1☐	2☐	3☐	4☐
f. Teachers participate in making most of the important educational decisions in this school.	1220	1☐	2☐	3☐	4☐
g. I receive a great deal of support from parents for the work I do.	1225	1☐	2☐	3☐	4☐
h. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.	1230	1☐	2☐	3☐	4☐
i. The principal does a poor job of getting resources for this school.	1235	1☐	2☐	3☐	4☐
j. Routine duties and paperwork interfere with my job of teaching.	1240	1☐	2☐	3☐	4☐
k. My principal enforces school rules for student conduct and backs me up when I need it.	1245	1☐	2☐	3☐	4☐
l. The principal talks with me frequently about my instructional practices.	1250	1☐	2☐	3☐	4☐
m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	1255	1☐	2☐	3☐	4☐
n. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1260	1☐	2☐	3☐	4☐
o. The principal knows what kind of school he/she wants and has communicated it to the staff.	1265	1☐	2☐	3☐	4☐
p. There is a great deal of cooperative effort among the staff members.	1270	1☐	2☐	3☐	4☐
q. In this school, staff members are recognized for a job well done.	1275	1☐	2☐	3☐	4☐
r. I have to follow rules in this school that conflict with my best professional judgement.	1280	1☐	2☐	3☐	4☐

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – CONTINUED

47. Continued

Do you agree or disagree with each of the following statements?

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
s. I am satisfied with my class sizes.	1285	1 ☐	2 ☐	3 ☐	4 ☐
t. I make a conscious effort to coordinate the content of my courses with that of other teachers.	1290	1 ☐	2 ☐	3 ☐	4 ☐
u. Goals and priorities for the school are clear.	1295	1 ☐	2 ☐	3 ☐	4 ☐
v. The amount of student tardiness and class cutting in this school interferes with my teaching.	1300	1 ☐	2 ☐	3 ☐	4 ☐
w. I sometimes feel it is a waste of time to try to do my best as a teacher.	1305	1 ☐	2 ☐	3 ☐	4 ☐
x. I plan with the library media specialist/librarian for the integration of library/media services into my teaching.	1310	1 ☐	2 ☐	3 ☐	4 ☐
y. Library/media materials are adequate to support my instructional objectives.	1315	1 ☐	2 ☐	3 ☐	4 ☐

48. If you could go back to your college days and start over again, would you become a teacher or not?

Mark (X) only one box.

1320
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

49a. Has a student from this school ever threatened to injure you?

1325
1 ☐ Yes
2 ☐ No → ***GO to item 50a.***

b. Has a student threatened to injure you in the past 12 months?

1330
1 ☐ Yes – **How many times** → 1335 ____________
2 ☐ No

50a. Has a student from this school ever physically attacked you?

1340
1 ☐ Yes
2 ☐ No → ***GO to item 51a, page 29.***

b. Has a student physically attacked you in the past 12 months?

1345
1 ☐ Yes – **How many times** → 1350 ____________
2 ☐ No

SECTION F – FUTURE PLANS

51a. In what year will you be ELIGIBLE to retire from teaching?

1355	1	9		

OR

1360	2	0		

OR

1365 1☐ Already eligible

b. How long do you plan to remain in teaching?

Mark (X) only one box.

1370
- 1☐ As long as I am able
- 2☐ Until I am eligible for retirement
- 3☐ Will probably continue unless something better comes along
- 4☐ Definitely plan to leave teaching as soon as I can
- 5☐ Undecided at this time

(3–5) → ***GO to item 52.***

c. In what year do you PLAN to retire from teaching?

1375	1	9		

OR

1380	2	0		

52. What do you expect your MAIN activity will be next school year?

Mark (X) only one box.

1385
- 1☐ Teaching in this school
- 2☐ Teaching in another elementary or secondary school IN THIS SCHOOL SYSTEM
- 3☐ Teaching in a public elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
- 4☐ Teaching in a private elementary or secondary school IN THIS STATE
- 5☐ Teaching in an elementary or secondary school IN A DIFFERENT STATE
- 6☐ Working as a substitute teacher
- 7☐ Teaching in a preschool
- 8☐ Teaching at a college or university
- 9☐ Working in a position in the field of education, but not as a teacher
- 10☐ Working in an occupation outside the field of education
- 11☐ Caring for family members
- 12☐ Student at a college or university
- 13☐ Unemployed and seeking work
- 14☐ Military service
- 15☐ Retired

SECTION G – INCENTIVES AND COMPENSATION

53. **The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1993 through the end of the 1993-94 school year.**

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1993, did you have any earnings from –

(1) Teaching summer school in this or any other school?

1390 1☐ Yes – **How much?** → 1395 $ ________.00
2☐ No

(2) Working in a nonteaching job in this or any other school?

1400 1☐ Yes – **How much?** → 1405 $ ________.00
2☐ No

(3) Working in any NONSCHOOL job?

1410 1☐ Yes – **How much?** → 1415 $ ________.00
2☐ No

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic year base teaching salary?

1420 $ ________.00 per year

(2) Do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?

1425 1☐ Yes – **How much?** → 1430 $ ________.00
2☐ No

(3) Do you, or will you, earn additional compensation from working in any job outside this school system?

1435 1☐ Yes – **How much?** → 1440 $ ________.00
2☐ No

GO to item 53b(5).

(4) Which of these best describes this job outside this school system?

Mark (X) only one box.

1445 1☐ Teaching or tutoring
2☐ Nonteaching, but related to teaching field
3☐ Other

(5) Have you earned income from any OTHER source this year, e.g., a merit pay bonus, state supplement, etc.?

Do not report any earnings already reported above.

1450 1☐ Yes – **How much?** → 1455 $ ________.00
2☐ No

737

SECTION G – INCENTIVES AND COMPENSATION – CONTINUED

54. **Which of these benefits do you receive, in whole or in part, from this district in addition to your salary?**

Mark (X) all that apply.

1465 1☐ General medical insurance
1470 2☐ Dental insurance
1475 3☐ Group life insurance
1480 4☐ Pension contributions
1485 5☐ Housing or housing expenses
1490 6☐ Meals (including free or reduced-price lunch)
1495 7☐ Car/transportation expenses
1500 8☐ Reimbursement for tuition and course fees
1510 10☐ Child care
1515 0☐ None of the above

Notes

SECTION H – BACKGROUND INFORMATION

55. Which of these categories represents the total combined income of all FAMILY members (including yourself) age 14 and older in your household during 1993? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, Social Security payments, and any other income received by family members in your household.

Mark (X) only one box.

1520
- 1☐ Less than $10,000
- 2☐ $10,000 - $14,999
- 3☐ $15,000 - $19,999
- 4☐ $20,000 - $24,999
- 5☐ $25,000 - $29,999
- 6☐ $30,000 - $34,999
- 7☐ $35,000 - $39,999
- 8☐ $40,000 - $49,999
- 9☐ $50,000 - $59,999
- 10☐ $60,000 - $74,999
- 11☐ $75,000 - $99,999
- 12☐ $100,000 or more

56. Are you male or female?

1525
- 1☐ Male
- 2☐ Female

57a. What is your race?

Mark (X) only one box.

1530
- 1☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
- 2☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
- 3☐ Black
- 4☐ White

} → ***GO to item 58.***

b. Are you enrolled in a state or federally recognized tribe?

1535
- 1☐ Yes
- 2☐ No

58. Are you of Hispanic origin?

1540
- 1☐ Yes
- 2☐ No

59. What is your year of birth?

1545	1	9		

60. What is your current marital status?

1550
- 1☐ Married
- 2☐ Widowed, divorced, or separated
- 3☐ Never married

739

SECTION H – BACKGROUND INFORMATION – CONTINUED

61a. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

1555 0 ☐ None → ***GO to item 62a.***

OR

1560 ______ Children supported

b. What was the age of your youngest child on his/her last birthday?

If child is less than one year old, enter "0."

1565 ______ Age of youngest child

62a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

1570 1 ☐ Yes
2 ☐ No

GO to item 63a.

b. How many persons?

1575 ______ Number of persons

SECTION I – LIMITED ENGLISH PROFICIENT STUDENTS

63a. Have you received any training for teaching limited English proficient (LEP) students?

Limited English proficient students are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.

1580 1 ☐ Yes
2 ☐ No

b. Are there currently any students in your class(es) who are limited English proficient?

1585 1 ☐ Yes
2 ☐ No

GO to item 64, page 34.

c. What percentage of the students you currently teach are limited English proficient?

1590 1 ☐ Less than 10%
2 ☐ 10–25%
3 ☐ 26–50%
4 ☐ More than 50%

740

SECTION J – RESPONDENT INFORMATION

The survey you have completed may involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

64. Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

PGM 4

a. Your name
1595

b. Spouse's full name

c. Street address

d. City

e. State

f. ZIP Code

g. Home telephone → Area code | Number

h. In whose name is the telephone number listed? *Mark (X) only one box.*
1 ☐ No Phone
2 ☐ My name
3 ☐ Other — *Specify* ↙

i. Best time to reach you → Day | Time a.m. p.m.

65. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.) in section b.

a. Name
1600

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code

g. Telephone → Area code | Number

h. In whose name is the telephone number listed? *Mark (X) only one box.*
1 ☐ No Phone
2 ☐ Name entered in part a
3 ☐ Other — *Specify* ↙

a. Name
1605

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code

g. Telephone → Area code | Number

h. In whose name is the telephone number listed? *Mark (X) only one box.*
1 ☐ No Phone
2 ☐ Name entered in part a
3 ☐ Other — *Specify* ↙

66. Not counting interruptions, how long did it take to complete this survey?

PGM 3

1610 ________ Minutes

741

**THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.**

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

**Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001**

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(Please correct any error in name, address, and ZIP Code.)

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Private School Teacher Questionnaire (SASS 4B)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept confidential and will be used only for statistical purposes.

FORM **SASS-4B**
(11-18-93)

U.S. Department of Education
National Center for Education Statistics

PRIVATE SCHOOL TEACHER QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

SASS

THIS SURVEY HAS BEEN ENDORSED BY:

- American Montessori Society
- Christian Schools International
- Council for American Private Education
- Evangelical Lutheran Church in America
- Executive Assistant to the Secretary for Private Education
- Friends Council on Education
- General Conference of the Seventh-Day Adventist Church
- Lutheran Church – Missouri Synod
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Association of Private Schools for Exceptional Children
- National Catholic Educational Association
- National Independent Private School Association
- Oral Roberts University Educational Fellowship
- Solomon Schechter Day School Association
- Torah Umesorah – National Society for Hebrew Day Schools
- United States Catholic Conference
- Wisconsin Evangelical Lutheran Synod

INSTRUCTIONS

This questionnaire is intended only for the person whose name appears on the address label on the back of this questionnaire.

If that person no longer works at the school named on the label, please mark (X) the appropriate box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

The person named on the label –

0015
- 1☐ Has transferred to another school
- 2☐ Has retired
- 3☐ Is deceased
- 4☐ Has left the school named on the address label for another reason (e.g., laid off or to take a nonteaching job)
- 5☐ Has never worked at the school named on the address label

If you are the person named on the label AND you still work at the school named on the label, please complete this questionnaire and return it to the Bureau of the Census in the enclosed envelope. ***Please return it within 2 weeks.***

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

SECTION A – CURRENT TEACHING STATUS

1a. How do you classify your main assignment at THIS school (i.e., the activity at which you spend most of your time) during this school year?

Mark (X) only one box.

0020
- 1☐ Regular full-time teacher → ***GO to item 5, page 5.***
- 2☐ Regular part-time teacher
- 3☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 4☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

} ***GO to item 2, page 4.***

- 5☐ Short-term substitute
- 6☐ Student teacher
- 7☐ Teacher aide

} ***Please STOP now and return this questionnaire to the Bureau of the Census. Thank you for your time.***

- 8☐ Administrator (e.g., principal, assistant principal, director, school head)
- 9☐ Library media specialist or librarian
- 10☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- 11☐ Support staff (e.g., secretary)

b. Do you TEACH any regularly scheduled classes at this school?

If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0025
- 1☐ Yes → ***GO to item 2, page 4.***
- 2☐ No → ***Please STOP now and return this questionnaire to the Bureau of the Census. Thank you for your time.***

SECTION A – CURRENT TEACHING STATUS – CONTINUED

2. How much time do you work as a TEACHER at this school?

Mark (X) only one box.

0030
1☐ Full time ⟶ ***GO to item 5, page 5.***
2☐ 3/4 time or more, but less than full-time
3☐ 1/2 time or more, but less than 3/4 time
4☐ 1/4 time or more, but less than 1/2 time
5☐ Less than 1/4 time

3a. Do you have any other assignment at THIS school?

0035
1☐ Yes
2☐ No ⟶ ***GO to item 4.***

b. Which of these categories best describes your other assignment at this school?

Mark (X) only one box.

0040
1☐ Administrator (e.g., principal, assistant principal, director, school head)
2☐ Counselor
3☐ Library media specialist/librarian
4☐ Coach
5☐ Other professional staff (e.g., department head, curriculum coordinator)
6☐ Support staff (e.g., secretary, aide)

c. Including your teaching and other assignment, are you a FULL-TIME EMPLOYEE at this school?

0045
1☐ Yes ⟶ ***GO to item 5, page 5.***
2☐ No

4. In addition to employment at this school, what is your OTHER main activity?

Mark (X) only one box.

0050
1☐ Teaching in another school
2☐ Working as a paid tutor
3☐ Student at a college or university
4☐ Working in a position in the field of education, but not as a teacher
5☐ Working in an occupation outside the field of education
6☐ Caring for family members
7☐ Seeking work
8☐ Other – *Describe* ↙

____

Notes

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SECTION B – TEACHING EXPERIENCE

5. In what year did you begin your first teaching position (full-time or part-time) at the elementary or secondary level?

Do not include time spent as a student teacher.

0055 | 1 | 9 | | |

6. What was your MAIN activity the year before you began teaching at the elementary or secondary level?

Mark (X) only one box.

0060
- 1 ☐ Student at a college or university
- 2 ☐ Caring for family members
- 3 ☐ Working as a substitute teacher
- 4 ☐ Teaching in a preschool
- 5 ☐ Teaching at a college or university

→ ***GO to item 9a, page 7.***

- 6 ☐ Working in a position in the field of education, but not as a teacher → ***Continue with item 7.***
- 7 ☐ Working in an occupation outside the field of education → ***GO to item 8a, page 6.***
- 8 ☐ Military service
- 9 ☐ Unemployed and seeking work
- 10 ☐ Retired from another job

→ ***GO to item 9a, page 7.***

NOTE: Answer item 7 only if you marked box 6 in item 6 above.

7. Which of these categories best describes your previous position in the field of education?

Mark (X) only one box.

0065
- 1 ☐ Administrator (e.g., principal, assistant principal, director, school head)
- 2 ☐ Counselor
- 3 ☐ Library media specialist/librarian
- 4 ☐ Coach
- 5 ☐ Other professional staff (e.g., department head, curriculum coordinator)
- 6 ☐ Instructional aide
- 7 ☐ Noninstructional support staff (e.g., secretary)

GO to item 9a, page 7.

Notes

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SECTION B – TEACHING EXPERIENCE – CONTINUED

NOTE: Answer items 8a–e only if you marked box 7 in item 6.

8a. For whom did you work?

Record the name of the company, business, or organization.

____

b. What kind of business or industry was this?

For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.

0070 ☐☐☐ ______________________________
(Office use only)

c. What kind of work were you doing?

Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

0075 ☐☐☐ ______________________________
(Office use only)

d. What were your most important activities or duties at that job?
For example, typing, selling cars, driving delivery truck, caring for livestock.

____

e. How would you classify yourself on that job?
Mark (X) only one box.

0080 1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY in a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

Notes

SECTION B – TEACHING EXPERIENCE – CONTINUED

9a. Have you ever worked as an elementary or secondary teacher in a PUBLIC SCHOOL?

0090 1☐ Yes
2☐ No

GO to item 10a.

b. How many years did you teach FULL-TIME in public schools?

Record whole years, not fractions or months. If less than 4 months, mark "None".

0095 0☐ None or ________ Years

c. How many years did you teach PART-TIME in public schools?

Record whole years, not fractions or months. If less than 4 months, mark "None."

0100 0☐ None or ________ Years

10a. How many years have you worked as a FULL-TIME elementary or secondary teacher in PRIVATE schools?

Include the current school year if you are a full-time teacher this year.

Record whole years, not fractions or months. If less than 4 months, mark "None."

0105 0☐ None or ________ Years

b. How many years have you worked as a PART-TIME elementary or secondary teacher in PRIVATE schools?

Include this school year if you are a part-time teacher this year.

Record whole years, not fractions or months. If less than 4 months, mark "None."

0110 0☐ None or ________ Years

Notes

SECTION B – TEACHING EXPERIENCE – CONTINUED

11a. Since you began teaching, how many times have you had a break in service of one year or more?

0115 0☐ None ⟶ ***GO to item 12, page 9.***

OR

0120 ______ Breaks in service

b. Were any of these breaks due to a reduction-in-force or a lay-off?

0125 1☐ Yes – **How many?** ⟶ 0130 ______

2☐ No

c. How long was the most recent break in service?

0135 ______ Years

d. Since your most recent break in service, how many consecutive years have you been teaching?

Include the current year and count each year, whether full-time or part-time, as one year.

0140 ______ Years

Notes

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SECTION B – TEACHING EXPERIENCE – CONTINUED

12. In what year did you begin teaching in THIS school?

If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.

0145 | 1 | 9 | ☐ | ☐ |

13. What was your MAIN activity the year before you began teaching in THIS school?

If you left this school and then returned, please report your main activity the year before you most recently returned to this school.

Mark (X) only one box.

0150
- 2☐ Teaching in another PRIVATE elementary or secondary school IN THIS STATE
- 3☐ Teaching in a PUBLIC elementary or secondary school IN THIS STATE
- 4☐ Teaching in an elementary or secondary school IN A DIFFERENT STATE – **Which state?**

→ ***GO to item 15a, page 11.***

0155 ☐☐ **(Office use only)** State ____________

0160
- 5☐ Working as a substitute teacher
- 6☐ Teaching in a preschool
- 7☐ Teaching at a college or university
- 8☐ Working in a position in the field of education, but not as a teacher
- 9☐ Working in an occupation outside the field of education
- 10☐ Caring for family members
- 11☐ Student at a college or university
- 12☐ Military service
- 13☐ Unemployed and seeking work
- 14☐ Retired from another job

14. In addition to the above activity, did you also TEACH in any of grades K through 12?

Do not include student teaching or short-term substitute teaching.

0165
- 1☐ Yes
- 2☐ No

Notes

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SECTION C – TEACHER TRAINING

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 15, 17, 18, 19, AND 20

EDUCATION FIELDS

General education

01	Pre-elementary/early childhood education
03	Elementary education
04	Secondary education

Subject area education

07	Agricultural education
11	Art education
13	Bilingual education
15	Business, commerce, and distributive education
89	Crosscultural education
22	English education
23	English as a second language
24	Foreign languages education
29	Home economics education
88	Indian education (Native American)
30	Industrial arts, vocational and technical, trade and industry education
34	Mathematics education
38	Music education
40	Physical education/health education
43	Reading education
45	Religious education
46	Science education
48	Social studies/social sciences education

Special education

67	Special education, general
68	Emotionally disturbed
69	Mentally retarded
70	Speech/language impaired
71	Deaf and hard-of-hearing
72	Visually handicapped
73	Orthopedically impaired
74	Mildly handicapped
75	Severely handicapped
76	Specific learning disabilities
77	Other special education

Other education

78	Curriculum and instruction
79	Educational administration
80	Educational psychology
81	Counseling and guidance
82	Other education

GENERAL FIELDS

06	Agriculture and natural resources
86	American Indian studies (Native American)
87	Other area and ethnic studies
08	Architecture and environmental design
10	Art, fine and applied
14	Business and management
16	Communications and journalism
17	Computer and information sciences
19	Drama, theater
20	Engineering
21	English (literature, letters, speech, classics)
25	General studies
27	Health professions and occupations
28	Home economics
85	Humanities
31	Law
32	Library science
33	Mathematics
35	Military science
36	Multi/interdisciplinary studies
37	Music
39	Philosophy
41	Psychology
42	Public affairs and services
44	Religion, theology

Foreign languages

51	French
52	German
53	Latin
54	Russian
55	Spanish
56	Other foreign languages

Natural sciences

57	Biology/life science
58	Chemistry
59	Geology/earth science
60	Physics
61	Other natural sciences

Social sciences

62	Economics
63	History
64	Political science and government
65	Sociology
66	Other social sciences
84	**All others**

SECTION C – TEACHER TRAINING – CONTINUED

15a. Do you have a bachelor's degree?

0170 1☐ Yes
2☐ No

GO to item 18a, page 12.

b. What was your major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0175 ☐☐ ________________
Code Major field

c. In what year did you receive your bachelor's degree?

0180 1 9 ☐☐

d. Did you have a second major field of study?

0185 1☐ Yes
2☐ No

GO to item 15f.

e. What was your second major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0190 ☐☐ ________________
Code Second major field

f. Did you have a minor field of study?

0195 1☐ Yes
2☐ No

GO to item 16a.

g. What was your minor field of study?
Record the two-digit field code from the list on page 10 and the field name.

0200 ☐☐ ________________
Code Minor field

16a. What is the name of the college or university where you earned your bachelor's degree?

0205 ☐☐☐☐☐☐ ________________
(Office use only) Name of college or university

b. In what city and state is it located?

0210 ☐☐ ________________
(Office use only) City State

0215 1☐ Located outside United States

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SECTION C – TEACHER TRAINING – CONTINUED

17a. Do you have a second bachelor's degree?

0220 1 ☐ Yes
2 ☐ No

GO to item 18a.

b. What was your major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0225 ☐☐ Code ______ Major field

c. In what year did you receive your second bachelor's degree?

0230 1 9 ☐☐

18a. Do you have a master's degree?

0235 1 ☐ Yes
2 ☐ No

GO to item 20a, page 13.

b. What was your major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0240 ☐☐ Code ______ Major field

c. In what year did you receive your master's degree?

0245 1 9 ☐☐

19a. Do you have a second master's degree?

0250 1 ☐ Yes
2 ☐ No

GO to item 20a, page 13.

b. What was your major field of study?
Record the two-digit field code from the list on page 10 and the field name.

0255 ☐☐ Code ______ Major field

c. In what year did you receive your second master's degree?

0260 1 9 ☐☐

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SECTION C – TEACHER TRAINING – CONTINUED

20a. Do you have any other type of degree?

0265 1☐ Yes
2☐ No

GO to item 21a, page 14.

b. What other degrees have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Record the two-digit field code from the list on page 10 and the field name.*	**d. In what year did you receive each degree?**
0270 1☐ Associate degree	0275 ☐☐ Code ______ Major field	0280 1 9 ☐☐
0285 1☐ Educational specialist or professional diploma (at least one year beyond master's level)	0290 ☐☐ Code ______ Major field	0295 1 9 ☐☐
0300 1☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	0305 ☐☐ Code ______ Major field	0310 1 9 ☐☐

Notes

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SECTION C – TEACHER TRAINING – CONTINUED

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 21

General

01	Prekindergarten
02	Kindergarten
03	General elementary

Special areas

86	American Indian/Native American studies
10	Art
12	Basic skills and remedial education
13	Bilingual education
17	Computer science
18	Dance
19	Drama/Theater
21	English/Language arts
23	English as a second language
26	Gifted
28	Home economics
16	Journalism
33	Mathematics
35	Military science
37	Music
39	Philosophy
40	Physical education, health
43	Reading
44	Religion
47	Social studies/Social science (including history)

Foreign languages

51	French
52	German
53	Latin
54	Russian
55	Spanish
56	Other foreign language

Science

57	Biology/Life science
58	Chemistry
59	Geology/Earth science/Space science
09	Physical science
60	Physics
61	General and all other science

Vocational-technical education

05	Accounting
06	Agriculture
14	Business, marketing
27	Health occupations
30	Industrial arts
49	Trade and industry
50	Technical
83	Other vocational/technical education

Special education

67	Special education, general
68	Emotionally disturbed
69	Mentally retarded
70	Speech/Language impaired
71	Deaf and hard-of-hearing
72	Visually handicapped
73	Orthopedically impaired
74	Mildly handicapped
75	Severely handicapped
76	Specific learning disabilities
77	Other special education

84 All others

21a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?

Record the two-digit code from the list above and the field name. If your teaching schedule is divided equally between two fields, record either field as your main assignment, mark (X) in box 1, and report the other field in item 21c.

0315 ☐☐ ____________________

Code Main assignment field

0320 1☐ Teaching assignment equally divided between two fields

b. Do you teach classes in OTHER fields at this school?

0325 1☐ Yes

2☐ No

GO to item 22a, page 15.

c. In what field do you teach the second most classes?

Use codes listed above.

0330 ☐☐ ____________________

Code Other assignment field

SECTION C – TEACHER TRAINING – CONTINUED

22a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

0335 1 ☐ Yes
2 ☐ No

GO to item 23a.

b. What type of certificate do you hold in this field?

Mark (X) only one box.

0340 1 ☐ Full certification by an accrediting or certifying body OTHER THAN THE STATE → ***GO to item 23a.***
2 ☐ Advanced professional certificate
3 ☐ Regular or standard state certificate
4 ☐ The certificate offered in your state to persons who HAVE COMPLETED what the state calls an "alternative certification program"
5 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
6 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
7 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
8 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. In what year were you certified in your main teaching assignment field by this state?

0345 1 9 ☐ ☐

23a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

0350 0 ☐ Not applicable; I do not have a second teaching assignment field → ***GO to item 24a, page 16.***
1 ☐ Yes
2 ☐ No

GO to item 24a, page 16.

b. What type of certificate do you hold in this field?

Mark (X) only one box.

0355 1 ☐ Full certification by an accrediting or certifying body OTHER THAN THE STATE → ***GO to item 24a, page 16.***
2 ☐ Advanced professional certificate
3 ☐ Regular or standard state certificate
4 ☐ The certificate offered in your state to persons who HAVE COMPLETED what the state calls an "alternative certification program"
5 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
6 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
7 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
8 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. In what year were you certified in this field by this state?

0360 1 9 ☐ ☐

SECTION C – TEACHER TRAINING – CONTINUED

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 24, 25 AND 26

General
01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
86 American Indian/Native American studies
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/Theater
21 English/Language arts
23 English as a second language
26 Gifted
28 Home economics
16 Journalism
33 Mathematics
35 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/Social science (including history)

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science
57 Biology/Life science
58 Chemistry
59 Geology/Earth science/Space science
09 Physical science
60 Physics
61 General and all other science

Vocational-technical education
05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
49 Trade and industry
50 Technical
83 Other vocational/technical education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/Language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 All others

24a. Do you have any other regular or advanced teaching certificates in this state or in any other state?

0365
1 ☐ Yes
2 ☐ No

GO to item 25a.

b. In what teaching assignment fields are these certificates?
Record the two-digit code from the list above.

0370 ☐☐ Code
0375 ☐☐ Code
0380 ☐☐ Code
0385 ☐☐ Code
0390 ☐☐ Code
0395 ☐☐ Code

25a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field?
Record the two-digit code from the list above and the field name.

0400 ☐☐ Code ________ Best qualified field

b. Do you feel qualified to teach any other field?

0405
1 ☐ Yes
2 ☐ No

GO to item 26a, page 17.

c. For what field do you feel second best qualified?
Use codes listed above.

0410 ☐☐ Code ________ Second best qualified field

SECTION C – TEACHER TRAINING – CONTINUED

26a. Has your MAIN teaching assignment field changed since you began teaching?

0415 1☐ Yes
2☐ No

GO to item 27.

b. What was your previous main assignment field?

Use codes listed on page 16.

0420 ☐☐ ____________________

Code Previous assignment field

c. Counting this year, how many consecutive years have you been teaching in your current assignment field?

0425 ________ Years

27. Are you a Chapter 1 teacher (i.e., are you paid in full or in part by federal funds under the Elementary and Secondary Education Act)?

0430 1☐ Yes
2☐ No

28. Have you ever taken any undergraduate or graduate COURSES in the following subjects? *Answer for each field listed below.*	NUMBER OF COURSES	
	Undergraduate	Graduate
a. Mathematics? 0435 1☐ Yes – **How many?** → 2☐ No courses taken	0440 ________ Courses 0☐ None	0445 ________ Courses 0☐ None
b. Computer science? 0450 1☐ Yes – **How many?** → 2☐ No courses taken	0455 ________ Courses 0☐ None	0460 ________ Courses 0☐ None
c. Biology or life science? 0465 1☐ Yes – **How many?** → 2☐ No courses taken	0470 ________ Courses 0☐ None	0475 ________ Courses 0☐ None
d. Chemistry? 0480 1☐ Yes – **How many?** → 2☐ No courses taken	0485 ________ Course 0☐ None	0490 ________ Courses 0☐ None
e. Physics? 0495 1☐ Yes – **How many?** → 2☐ No courses taken	0500 ________ Courses 0☐ None	0505 ________ Courses 0☐ None
f. Earth or space science? 0510 1☐ Yes – **How many?** → 2☐ No courses taken	0515 ________ Courses 0☐ None	0520 ________ Courses 0☐ None
g. Other natural science (e.g., paleontology, ecology, environmental science)? 0525 1☐ Yes – **How many?** → 2☐ No courses taken	0530 ________ Courses 0☐ None	0535 ________ Courses 0☐ None

SECTION C – TEACHER TRAINING – CONTINUED

29. **At this school, do you teach any elementary or secondary classes in computer science, mathematics, or any kind of science, such as biology, chemistry, or general science?**

Do not include health or vocational education classes.

0540 1☐ Yes
2☐ No

30. **Since the end of last school year, in which of these activities related to teaching have you participated?**

Mark (X) all that apply.

0545 1☐ Workshops or in-service programs sponsored by an organization with which this school is affiliated
0550 2☐ SCHOOL sponsored workshops or in-service programs
0555 3☐ University extension or adult education courses
0560 4☐ College courses in your subject field
0565 5☐ Professional growth activities sponsored by professional associations
0570 6☐ Committee to integrate academic skills into the vocational curriculum
0575 7☐ Other curriculum committee
0580 8☐ Committee on selecting textbooks or materials
0585 0☐ None of the above

31. **Since the end of last school year, have you participated in any in-service or professional development programs which focused on the following topics?**

a. **Uses of educational technology for instruction (e.g., use of computer, satellite learning)**

0590 1☐ Yes – **How many hours did the program last?** ⟶ 0595 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

b. **Methods of teaching your subject field**

0600 1☐ Yes – **How many hours did the program last?** ⟶ 0605 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

c. **In-depth study in your subject field**

0610 1☐ Yes – **How many hours did the program last?** ⟶ 0615 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

d. **Student assessment (e.g., methods of testing, evaluation, performance assessment)**

0620 1☐ Yes – **How many hours did the program last?** ⟶ 0625 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

e. **Cooperative learning in the classroom**

0630 1☐ Yes – **How many hours did the program last?** ⟶ 0635 1☐ 8 hours or less
2☐ No
2☐ 9–32 hours
3☐ More than 32 hours

NOTE: Answer this item only if you answered "Yes" to one or more of the training topics listed in item 31 on page 18.

32. **Please give your opinion about the impact of the professional development programs, described in item 31, in which you have participated since last school year.**

		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
a. **Provided information that was new to me.**	0640	1☐	2☐	3☐	4☐	5☐
b. **Changed my views on teaching.**	0645	1☐	2☐	3☐	4☐	5☐
c. **Caused me to change my teaching practices.**	0650	1☐	2☐	3☐	4☐	5☐
d. **Caused me to seek further information or training.**	0655	1☐	2☐	3☐	4☐	5☐
e. **Were generally a waste of my time.**	0660	1☐	2☐	3☐	4☐	5☐

33. **What types of support have you received during the current school year for in-service education or professional development in your MAIN teaching assignment field?**

Mark (X) all that apply.

0665 1☐ Released time from teaching
0670 2☐ Scheduled time (i.e., time built into your schedule for professional development)
0675 3☐ Travel and/or per diem expenses
0680 4☐ Tuition and/or fees
0685 5☐ Professional growth credits
0690 0☐ None of the above

34. **Are you a member of a teachers' union or an employee association similar to a union?**

0695 1☐ Yes
2☐ No

35a. **During your first year of teaching, did you participate in a formal teacher induction program, i.e., a program to help beginning teachers by assigning them to master or mentor teachers?**

Do not include student teaching.

0700 1☐ Yes
2☐ No

b. **Are you currently a master or mentor teacher (i.e., a teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program?**

Do not include supervision or training of student teachers.

0705 1☐ Yes
2☐ No

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SECTION D – CURRENT TEACHING LOAD

36. In what grade levels are the students in your classes at THIS school?

Mark (X) all that apply.

0710 1☐ Ungraded
0715 1☐ Prekindergarten
0720 1☐ Kindergarten
0725 1☐ 1st
0730 1☐ 2nd
0735 1☐ 3rd
0740 1☐ 4th
0745 1☐ 5th
0750 1☐ 6th
0755 1☐ 7th
0760 1☐ 8th
0765 1☐ 9th
0770 1☐ 10th
0775 1☐ 11th
0780 1☐ 12th
0785 1☐ Postsecondary

NOTE: The following questions request information on classes you taught ***at THIS school*** *during your* ***most recent full week*** *of teaching (i.e., the last week when school was in session for 5 full days and you taught your normal schedule).*

37. Which of these categories best describes the way your classes at this school are organized?

Mark (X) only one box.

0790 1☐ DEPARTMENTALIZED INSTRUCTION – You teach subject matter courses (e.g., biology, history, typing) to several classes of different students all or most of the day. → ***GO to item 39, page 22.***

2☐ ELEMENTARY ENRICHMENT CLASS – You teach only **one subject** (such as art, music, physical education, computer skills) in an **elementary** school → ***GO to item 41a, page 24.***

3☐ SELF-CONTAINED CLASS – You teach multiple subjects to the same class of students all or most of the day

4☐ TEAM TEACHING -- You collaborate with one or more teachers in teaching multiple subjects to the same class of students

5☐ "PULL-OUT" CLASS – You provide instruction (e.g., special education, reading) to certain students who are released from their regular classes.

↓ ***GO to item 38a, page 21.***

Notes

SECTION D – CURRENT TEACHING LOAD – CONTINUED

38a. At THIS school, how many students were enrolled in the class or program you taught during your most recent FULL WEEK of teaching?

If you teach two kindergarten or prekindergarten sessions per day, or two or more pull-out classes, report the average number of students.

0795 ____________ Students

b. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

If you taught two or more subjects at the same time, apportion the time to each subject as best you can.

Report hours to the nearest whole hour; do not record fractions or minutes.

If you did not teach a particular subject during the week, mark (X) the "None" box.

(1) English/Reading/Language arts

0800 0☐ None or ________ Hours per week

(2) Arithmetic/Mathematics

0805 0☐ None or ________ Hours per week

(3) Social studies/History

0810 0☐ None or ________ Hours per week

(4) Science

0815 0☐ None or ________ Hours per week

→ ***GO to item 42a, page 24.***

Notes

SECTION D – CURRENT TEACHING LOAD – CONTINUED

NOTE: Answer items 39 and 40 ONLY if you taught subject matter (departmentalized) courses to different groups of students, i.e., you marked box 1 for item 37 on page 20.

39. During your most recent FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?

Do not include:

- Homeroom periods
- Study halls
- Classes taught at any other school

If you teach two or more classes of the same subject (e.g., algebra I) to different groups of students at this school, count them as separate classes.

EXAMPLES:

(1) If you teach chemistry to two classes of students and physics to two classes of students, you would report 4 classes.

(2) If you teach English III to four classes of students and journalism to one class, you would report 5 classes.

(3) If you teach drama to one class of students at this school and English IV to three classes of students at another school, you would report 1 class.

0820 ________ Classes (or sections)

SUBJECT MATTER CODES FOR QUESTION 40a

Vocational education

01	Agriculture
02	Business, marketing
03	Industrial arts
04	Health occupations
05	Vocational home economics
06	Trade and industry
07	Technical
08	Accounting/bookkeeping
09	Shorthand
10	Typing
11	Career education
12	Other vocational education

English/Language arts

21	Literature
22	Composition/journalism/ creative writing
23	Reading
24	English as a second language
25	Other English/language arts courses

Foreign languages

31	French
32	German
33	Latin
34	Russian
35	Spanish
36	Other foreign language

Mathematics

41	General mathematics
42	Business math
43	Algebra, elementary
44	Algebra, intermediate
45	Algebra, advanced
46	Geometry, plane/solid
47	Trigonometry
48	Analytic geometry/math analysis
49	Probability/statistics
50	Calculus
51	Other mathematics

Computer science

52	Computer awareness/ applications
53	Computer programming
54	Other computer science

Natural science

61	General science
62	Biology/life science
63	Chemistry
64	Physics
65	Geology/earth science/space science
66	Other physical science
67	Other natural science

Social science

70	Social studies
71	History
72	World civilization
73	Political science/government
74	Geography
75	Economics
76	Civics
77	Sociology/social organization
78	Other social science

Visual and performing arts

81	Arts and crafts
82	Filmmaking/photography
83	Chorus
84	Band
85	Drama/theater/dance
86	Music
87	Other visual/performing arts

Other areas

91	Driver education
92	Health
93	Nonvocational home economics
94	Philosophy
95	Physical education
96	Psychology
97	Religion
98	Other courses not elsewhere classified

SECTION D – CURRENT TEACHING LOAD – CONTINUED

40. **For each class (or section) that you taught during your most recent FULL WEEK of teaching –**

For each class (or section), please complete a line of the table below. The number of lines filled should equal the number of classes reported in item 39 on page 22.

a. **What subject did you teach?** *Record the name of the subject and the appropriate code from the list on page 22.*

b. **How many students were enrolled in the class?**

		Code	Name of Subject		
(1)	0825	☐☐	____________	0830	________ Students
(2)	0835	☐☐	____________	0840	________ Students
(3)	0845	☐☐	____________	0850	________ Students
(4)	0855	☐☐	____________	0860	________ Students
(5)	0865	☐☐	____________	0870	________ Students
(6)	0875	☐☐	____________	0880	________ Students
(7)	0885	☐☐	____________	0890	________ Students
(8)	0895	☐☐	____________	0900	________ Students
(9)	0905	☐☐	____________	0910	________ Students
(10)	0915	☐☐	____________	0920	________ Students
(11)	0925	☐☐	____________	0930	________ Students
(12)	0935	☐☐	____________	0940	________ Students
(13)	0945	☐☐	____________	0950	________ Students
(14)	0955	☐☐	____________	0960	________ Students
(15)	0965	☐☐	____________	0970	________ Students

If you answered items 39 and 40, GO to item 42a on page 24.

SECTION D – CURRENT TEACHING LOAD – CONTINUED

NOTE: Answer items 41a–c below, only if you marked "Elementary enrichment class" (box 2) in item 37 on page 20.

41a. What is the total number of students enrolled in all the classes you teach at THIS school?

0975 ____________ Students

b. How many times per WEEK does each class usually meet?

If your classes have alternating schedules, e.g., 3 times one week and 2 times the next, mark the box for the most times a class would meet in one week.

Mark (X) only one box.

0980 1☐ Once
2☐ Twice
3☐ Three times
4☐ Four times
5☐ Five times
6☐ More than 5 times

c. During your most recent FULL WEEK of teaching, how many separate classes (or sections) did you teach?

Count each group of students that you taught as a class. For example, if you taught P.E. to 4 classes of first graders, 3 classes of second graders, 3 classes of third graders and 2 classes of fourth graders, you would report 12 classes.

0985 ________ Classes

42a. How many hours were you required to be at this school during your most recent FULL WEEK of teaching?

Report in whole hours, not fractions or minutes.

If you teach at more than one school, report only the hours required for THIS school.

0990 ________ Hours per week

b. During your most recent full week, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours.

(1) School-related activities involving student interaction (e.g., coaching, field trips, tutoring, transporting students)

0995 0☐ None or ________ Hours per week

(2) Other school-related activities (e.g., preparation, grading papers, parent conferences, attending meetings)

1000 0☐ None or ________ Hours per week

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING

43. **During your most recent FULL WEEK of teaching –**

a. **How many students in the class(es) you teach were tardy?**

1005 0☐ None or ____________ Students

b. **How many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?**

1010 0☐ None or ____________ Interruptions

44. **At this school, how much actual influence do you think teachers have over school policy in each of the following areas?**

Use the scale of 0–5 where 0 means "No influence" and 5 means "A great deal of influence."

		No influence ←					→ A great deal of influence
a. **Setting discipline policy**	1015	0☐	1☐	2☐	3☐	4☐	5☐
b. **Determining the content of in-service programs**	1020	0☐	1☐	2☐	3☐	4☐	5☐
c. **Hiring new full-time teachers**	1025	0☐	1☐	2☐	3☐	4☐	5☐
d. **Deciding how the school budget will be spent**	1030	0☐	1☐	2☐	3☐	4☐	5☐
e. **Evaluating teachers**	1035	0☐	1☐	2☐	3☐	4☐	5☐
f. **Establishing curriculum**	1040	0☐	1☐	2☐	3☐	4☐	5☐

45. **At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?**

Use the scale of 0–5 where 0 means "No control' and 5 means "Complete control."

		No control ←					→ Complete control
a. **Selecting textbooks and other instructional materials**	1045	0☐	1☐	2☐	3☐	4☐	5☐
b. **Selecting content, topics, and skills to be taught**	1050	0☐	1☐	2☐	3☐	4☐	5☐
c. **Selecting teaching techniques**	1055	0☐	1☐	2☐	3☐	4☐	5☐
d. **Evaluating and grading students**	1060	0☐	1☐	2☐	3☐	4☐	5☐
e. **Disciplining students**	1065	0☐	1☐	2☐	3☐	4☐	5☐
f. **Determining the amount of homework to be assigned**	1070	0☐	1☐	2☐	3☐	4☐	5☐

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – CONTINUED

46. **To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.**

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
a. **Student tardiness**	1075	1☐	2☐	3☐	4☐
b. **Student absenteeism**	1080	1☐	2☐	3☐	4☐
c. **Teacher absenteeism**	1085	1☐	2☐	3☐	4☐
d. **Students cutting class**	1090	1☐	2☐	3☐	4☐
e. **Physical conflicts among students**	1095	1☐	2☐	3☐	4☐
f. **Robbery or theft**	1100	1☐	2☐	3☐	4☐
g. **Vandalism of school property**	1105	1☐	2☐	3☐	4☐
h. **Student pregnancy**	1110	1☐	2☐	3☐	4☐
i. **Student use of alcohol**	1115	1☐	2☐	3☐	4☐
j. **Student drug abuse**	1120	1☐	2☐	3☐	4☐
k. **Student possession of weapons**	1125	1☐	2☐	3☐	4☐
l. **Verbal abuse of teachers**	1130	1☐	2☐	3☐	4☐
m. **Student disrespect for teachers**	1135	1☐	2☐	3☐	4☐
n. **Students dropping out**	1140	1☐	2☐	3☐	4☐
o. **Student apathy**	1145	1☐	2☐	3☐	4☐
p. **Lack of academic challenge**	1150	1☐	2☐	3☐	4☐
q. **Lack of parent involvement**	1155	1☐	2☐	3☐	4☐
r. **Parental alcoholism and/or drug abuse**	1160	1☐	2☐	3☐	4☐
s. **Poverty**	1165	1☐	2☐	3☐	4☐
t. **Racial tension**	1170	1☐	2☐	3☐	4☐
u. **Students come to school unprepared to learn**	1175	1☐	2☐	3☐	4☐
v. **Poor nutrition**	1180	1☐	2☐	3☐	4☐
w. **Poor student health**	1185	1☐	2☐	3☐	4☐
x. **Student problems with the English language**	1190	1☐	2☐	3☐	4☐

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – CONTINUED

47. **Do you agree or disagree with each of the following statements?**

			Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a.	**Teachers in this school are evaluated fairly.**	1195	1☐	2☐	3☐	4☐
b.	**The principal (or school head) lets staff members know what is expected of them.**	1200	1☐	2☐	3☐	4☐
c.	**The school administration's behavior toward the staff is supportive and encouraging.**	1205	1☐	2☐	3☐	4☐
d.	**I am satisfied with my teaching salary.**	1210	1☐	2☐	3☐	4☐
e.	**The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.**	1215	1☐	2☐	3☐	4☐
f.	**Teachers participate in making most of the important educational decisions in this school.**	1220	1☐	2☐	3☐	4☐
g.	**I receive a great deal of support from parents for the work I do.**	1225	1☐	2☐	3☐	4☐
h.	**Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.**	1230	1☐	2☐	3☐	4☐
i.	**The principal (or school head) does a poor job of getting resources for this school.**	1235	1☐	2☐	3☐	4☐
j.	**Routine duties and paperwork interfere with my job of teaching.**	1240	1☐	2☐	3☐	4☐
k.	**My principal (or school head) enforces school rules for student conduct and backs me up when I need it.**	1245	1☐	2☐	3☐	4☐
l.	**The principal (or school head) talks with me frequently about my instructional practices.**	1250	1☐	2☐	3☐	4☐
m.	**Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.**	1255	1☐	2☐	3☐	4☐
n.	**Most of my colleagues share my beliefs and values about what the central mission of the school should be.**	1260	1☐	2☐	3☐	4☐
o.	**The principal (or school head) knows what kind of school he/she wants and has communicated it to the staff.**	1265	1☐	2☐	3☐	4☐
p.	**There is a great deal of cooperative effort among the staff members.**	1270	1☐	2☐	3☐	4☐
q.	**In this school, staff members are recognized for a job well done.**	1275	1☐	2☐	3☐	4☐
r.	**I have to follow rules in this school that conflict with my best professional judgement.**	1280	1☐	2☐	3☐	4☐

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SECTION E – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – CONTINUED

47. Continued

Do you agree or disagree with each of the following statements?

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
s. I am satisfied with my class sizes.	1285	1☐	2☐	3☐	4☐
t. I make a conscious effort to coordinate the content of my courses with that of other teachers.	1290	1☐	2☐	3☐	4☐
u. Goals and priorities for the school are clear.	1295	1☐	2☐	3☐	4☐
v. The amount of student tardiness and class cutting in this school interferes with my teaching.	1300	1☐	2☐	3☐	4☐
w. I sometimes feel it is a waste of time to try to do my best as a teacher.	1305	1☐	2☐	3☐	4☐
x. I plan with the library media specialist/librarian for the integration of library/media services into my teaching.	1310	1☐	2☐	3☐	4☐
y. Library/media materials are adequate to support my instructional objectives.	1315	1☐	2☐	3☐	4☐

48. If you could go back to your college days and start over again, would you become a teacher or not?

Mark (X) only one box.

1320
1☐ Certainly would become a teacher
2☐ Probably would become a teacher
3☐ Chances about even for and against
4☐ Probably would not become a teacher
5☐ Certainly would not become a teacher

49a. Has a student from this school ever threatened to injure you?

1325
1☐ Yes
2☐ No

GO to item 50a.

b. Has a student threatened to injure you in the past 12 months?

1330
1☐ Yes – **How many times** ⟶ 1335 ____________
2☐ No

50a. Has a student from this school ever physically attacked you?

1340
1☐ Yes
2☐ No

GO to item 51a, page 29.

b. Has a student physically attacked you in the past 12 months?

1345
1☐ Yes – **How many times** ⟶ 1350 ____________
2☐ No

SECTION F – FUTURE PLANS

51a. In what year will you be ELIGIBLE to retire from teaching?

1355 [1][9][ ][ ]

OR

1360 [2][0][ ][ ]

OR

1365 1 ☐ Already eligible

b. How long do you plan to remain in teaching?

Mark (X) only one box.

1370
- 1 ☐ As long as I am able
- 2 ☐ Until I am eligible for retirement
- 3 ☐ Will probably continue unless something better comes along
- 4 ☐ Definitely plan to leave teaching as soon as I can
- 5 ☐ Undecided at this time

(3–5) → ***GO to item 52.***

c. In what year do you PLAN to retire from teaching?

1375 [1][9][ ][ ]

OR

1380 [2][0][ ][ ]

52. What do you expect your MAIN activity will be next school year?

Mark (X) only one box.

1385
- 1 ☐ Teaching in this school
- 3 ☐ Teaching in another PRIVATE elementary or secondary school IN THIS STATE
- 4 ☐ Teaching in a PUBLIC elementary or secondary school IN THIS STATE
- 5 ☐ Teaching in an elementary or secondary school IN A DIFFERENT STATE
- 6 ☐ Working as a substitute teacher
- 7 ☐ Teaching in a preschool
- 8 ☐ Teaching at a college or university
- 9 ☐ Working in a position in the field of education, but not as a teacher
- 10 ☐ Working in an occupation outside the field of education
- 11 ☐ Caring for family members
- 12 ☐ Student at a college or university
- 13 ☐ Unemployed and seeking work
- 14 ☐ Military service
- 15 ☐ Retired

SECTION G – INCENTIVES AND COMPENSATION

53. **The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1993 through the end of the 1993-94 school year.**
Record earnings in whole dollars.

a. DURING THE SUMMER OF 1993, did you have any earnings from –

(1) Teaching summer school in this or any other school?

1390 1☐ Yes – **How much?** → 1395 $ ________.00
2☐ No

(2) Working in a nonteaching job in this or any other school?

1400 1☐ Yes – **How much?** → 1405 $ ________.00
2☐ No

(3) Working in any NONSCHOOL job?

1410 1☐ Yes – **How much?** → 1415 $ ________.00
2☐ No

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic year base teaching salary?

1420 $ ________.00 per year

(2) Do you, or will you, earn any additional compensation from this school for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?

1425 1☐ Yes – **How much?** → 1430 $ ________.00
2☐ No

(3) Do you, or will you, earn additional compensation from working in any job outside this school?

1435 1☐ Yes – **How much?** → 1440 $ ________.00
2☐ No

GO to item 53b(5).

(4) Which of these best describes this job outside this school?
Mark (X) only one box.

1445 1☐ Teaching or tutoring
2☐ Nonteaching, but related to teaching field
3☐ Other

(5) Have you earned income from any OTHER source this year, e.g., a merit pay bonus?
Do not report any earnings already reported above.

1450 1☐ Yes – **How much?** → 1455 $ ________.00
2☐ No

c. Do you work in this school on a contributed service basis, that is, for less than full salary or for no salary; for example, as a member of a religious order?

1460 1☐ Yes
2☐ No

SECTION G – INCENTIVES AND COMPENSATION – CONTINUED

54. Which of these benefits do you receive, in whole or in part, from this school in addition to your salary?

Mark (X) all that apply.

1465 1☐ General medical insurance

1470 2☐ Dental insurance

1475 3☐ Group life insurance

1480 4☐ Pension contributions

1485 5☐ Housing or housing expenses

1490 6☐ Meals (including free or reduced-price lunch)

1495 7☐ Car/transportation expenses

1500 8☐ Reimbursement for tuition and course fees

1505 9☐ Tuition for your children

1510 10☐ Child care

1515 0☐ None of the above

Notes

SECTION H – BACKGROUND INFORMATION

55. **Which of these categories represents the total combined income of all FAMILY members (including yourself) age 14 and older in your household during 1993? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, Social Security payments, and any other income received by family members in your household.**

Mark (X) only one box.

1520
1 ☐ Less than $10,000
2 ☐ $10,000 - $14,999
3 ☐ $15,000 - $19,999
4 ☐ $20,000 - $24,999
5 ☐ $25,000 - $29,999
6 ☐ $30,000 - $34,999
7 ☐ $35,000 - $39,999
8 ☐ $40,000 - $49,999
9 ☐ $50,000 - $59,999
10 ☐ $60,000 - $74,999
11 ☐ $75,000 - $99,999
12 ☐ $100,000 or more

56. **Are you male or female?**

1525
1 ☐ Male
2 ☐ Female

57a. **What is your race?**

Mark (X) only one box.

1530
1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
3 ☐ Black
4 ☐ White

→ ***GO to item 58.***

b. **Are you enrolled in a state or federally recognized tribe?**

1535
1 ☐ Yes
2 ☐ No

58. **Are you of Hispanic origin?**

1540
1 ☐ Yes
2 ☐ No

59. **What is your year of birth?**

1545	1	9		

60. **What is your current marital status?**

1550
1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

SECTION H – BACKGROUND INFORMATION – CONTINUED

61a. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

1555 0☐ None → ***GO to item 62a.***

OR

1560 ________ Children supported

b. What was the age of your youngest child on his/her last birthday?

If child is less than one year old, enter "0."

1565 ________ Age of youngest child

62a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

1570 1☐ Yes
2☐ No

GO to item 63a.

b. How many persons?

1575 ________ Number of persons

SECTION I – LIMITED ENGLISH PROFICIENT STUDENTS

63a. Have you received any training for teaching limited English proficient (LEP) students?

Limited English proficient students are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.

1580 1☐ Yes
2☐ No

b. Are there currently any students in your class(es) who are limited English proficient?

1585 1☐ Yes
2☐ No

GO to item 64, page 34.

c. What percentage of the students you currently teach are limited English proficient?

1590 1☐ Less than 10%
2☐ 10–25%
3☐ 26–50%
4☐ More than 50%

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SECTION J – RESPONDENT INFORMATION

The survey you have completed may involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

64. Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

PGM 4

a. Your name
1595

b. Spouse's full name

c. Street address

d. City

e. State

f. ZIP Code

g. Home telephone → Area code Number

h. In whose name is the telephone number listed?
Mark (X) only one box.
1 ☐ No Phone
2 ☐ My name
3 ☐ Other — *Specify* ↙

i. Best time to reach you → Day Time a.m. p.m.

65. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.) in section b.

a. Name
1600

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code

g. Telephone → Area code Number

h. In whose name is the telephone number listed?
Mark (X) only one box.
1 ☐ No Phone
2 ☐ Name entered in part a
3 ☐ Other — *Specify* ↙

a. Name
1605

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code

g. Telephone → Area code Number

h. In whose name is the telephone number listed?
Mark (X) only one box.
1 ☐ No Phone
2 ☐ Name entered in part a
3 ☐ Other — *Specify* ↙

66. Not counting interruptions, how long did it take to complete this survey?

PGM 3

1610 ________ Minutes

777

THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code.)

Student Records Questionnaire (SASS 5)

OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **SASS-5(C)**
(11-15-93)

U.S. Department of Education
National Center for Education Statistics

STUDENT RECORDS QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

SASS

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Counseling Association
American Federation of Teachers
Council of Chief State School Officers
Council of the Great City Schools
National Association of Elementary School Principals
National Association of Secondary School Principals
National Center for Improving Science Education
National Education Association
National Science Foundation
American Indian Higher Education Consortium
Association of Community Tribal Schools
Bureau of Indian Affairs
National Advisory Council on Indian Education
National Indian Education Association
National Indian School Board Association
Navajo Area School Board Association
Office of Indian Education Programs
American Montessori Society
Christian Schools International
Council for American Private Education
Evangelical Lutheran Church in America
Executive Assistant to the Secretary for Private Education
Friends Council on Education
General Conference of the Seventh-Day Adventist Church
Lutheran Church – Missouri Synod
National Association of Episcopal Schools
National Association of Independent Schools
National Association of Private Schools for Exceptional Children
National Catholic Educational Association
National Independent Private School Association
Oral Roberts University Educational Fellowship
Solomon Schechter Day School Association
Torah Umesorah – National Society for Hebrew Day Schools
United States Catholic Conference
Wisconsin Evangelical Lutheran Synod

1. WHO SHOULD COMPLETE THIS SURVEY

This survey should be completed by the school principal or other school staff member who is familiar with the students' school records.

2. DESCRIPTION OF SURVEY PACKET

This survey packet consists of several individual questionnaires bound together. On page 1 of each questionnaire, we have provided the student's name and name of the teacher and class period from which the student was selected.

3. HOW TO FILL THE INDIVIDUAL STUDENT QUESTIONNAIRES

(a) Complete each questionnaire with information ONLY about the student named at the top of page 1.

(b) Above each student's name, we have listed the teacher's name and class period from which the student was selected. If two or more students in this school have the same name, please verify that you are answering for the correct student.

(c) The questions on page 1 ask if the student was taught by each of three selected teachers. Every student may not have been taught by every teacher. Please do NOT cross out the teachers' names or substitute another teacher.

(d) If a student is no longer at this school, complete items 1–9 and indicate the student's current status in item 10 on page 2. Please do NOT substitute another student.

(e) Please use the "Notes" space for any explanations or comments.

4. IF YOU HAVE QUESTIONS

If you have any questions, please call the Bureau of the Census at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 4:30 p.m. (Eastern Time).

5. TIME REQUIRED

Please keep count of the time required to complete this survey packet. At the end, you are asked to record the amount of time spent.

6. HOW TO RETURN THE SURVEY PACKET

Please return the completed survey packet in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

Please return it within two weeks.

FORM SASS-6(C) (11-16-89)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

SASS-5-L2
(10-93)

DEAR PRINCIPAL:

Enclosed is the Student Records Questionnaire for the students' names you recently provided by telephone to the U.S. Bureau of the Census.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES), of the U.S. Department of Education, requests your participation in the Student Records Survey. The U.S. Bureau of the Census is conducting this survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to provide nationwide information on the types of services students receive, the types of math and science courses they are enrolled in, and the relationships between students and their schools and teachers.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of students. Therefore, it is important to receive responses for each student selected to be in the sample since he/she represents many other students nationally. We will treat your data as confidential and will report it only in statistical summaries, so that individual students cannot be identified. Therefore, I encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED SURVEY PACKET?

Mail your completed survey packet in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

EMERSON J. ELLIOTT
COMMISSIONER

INFORMATION ABOUT REPORTING BURDEN

Public reporting burden for this collection of information is estimated to average 90 minutes, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

WASHINGTON, DC 20208-5652

FORM SASS-5 (11-15-93) OMB No. 1850-0598: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

1a. Excluding homeroom, study halls, and free periods, was this student taught by

?

PGM 3

100
1 ☐ Yes
2 ☐ No → ***GO to item 2a***

b. Did he/she teach this student all or most of the day?

105
1 ☐ Yes → ***GO to item 2a***
2 ☐ No

c. List the classes that he/she taught this student on or about the date shown above. Record the number of times per week that each class met. Do not include homeroom, study halls, and free periods.

2a. Excluding homeroom, study halls, and free periods, was this student taught by

?

140
1 ☐ Yes
2 ☐ No → ***GO to item 3a***

b. Did he/she teach this student all or most of the day?

145
1 ☐ Yes → ***GO to item 3a***
2 ☐ No

c. List the classes that he/she taught this student on or about the date shown above. Record the number of times per week that each class met. Do not include homeroom, study halls, and free periods.

3a. Excluding homeroom, study halls, and free periods, was this student taught by

?

180
1 ☐ Yes
2 ☐ No → ***GO to item 4***

b. Did he/she teach this student all or most of the day?

185
1 ☐ Yes → ***GO to item 4***
2 ☐ No

c. List the classes that he/she taught this student on or about the date shown above. Record the number of times per week that each class met. Do not include homeroom, study halls, and free periods.

Class name	Meetings per week	Class name	Meetings per week	Class name	Meetings per week
110	115	150	155	190	195
120	125	160	165	200	205
130	135	170	175	210	215

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4. Is this student male or female?

☐ Male
☐ Female

5. What is this student's date of birth?

Month	Day	Year
☐☐	☐☐	1 9 ☐☐

6. What is this student's country of birth?

☐ USA
☐ Other

7a. What is this student's race or ethnicity?

☐ American Indian or Alaska Native
☐ Asian or Pacific Islander → **GO to item 8a**
☐ Hispanic, regardless of race → **GO to item 8a**
☐ Black, not of Hispanic origin → **GO to item 8a**
☐ White, not of Hispanic origin → **GO to item 8a**

b. What American Indian tribe or Alaska Native village is this student a member of?
Specify →

☐☐☐☐
(Office Use Only)

☐ Don't know

c. Is this student enrolled in that tribe or village?

☐ Yes
☐ No
☐ Don't know

d. Is this student currently enrolled in a class taught by an American Indian or Alaska Native teacher?

☐ Not currently enrolled at this school
☐ Yes
☐ No

e. At this school, is this student currently receiving counseling from an American Indian or Alaska Native counselor?

☐ Not currently enrolled at this school
☐ Yes
☐ No

8a. Has this student ever dropped out of or withdrawn from this school?
Do not include transfers to another school.

☐ Yes
☐ No → **GO to item 9**

b. For which of the following reasons did this student drop out or withdraw?
Mark (X) all that apply.

☐ Alcohol or drug abuse
☐ Alienation or isolation
☐ Did not like school, teachers, or other students
☐ Discrimination
☐ Employment
☐ Family problems
☐ Friends withdrew or dropped out
☐ Parenthood or pregnancy
☐ Poor grades
☐ Other –*Specify*

____

☐ Don't know

9. Has this student ever been suspended or expelled from this school due to alcohol or drug abuse?

☐ Yes
☐ No

10. What is this student's CURRENT status at this school?

☐ Enrolled
☐ Suspended
☐ Expelled → **GO to next student**
☐ Transferred to another school → **GO to next student**
☐ Withdrawn/Dropout/Chronic truant *(See definition below)* → **GO to next student**
☐ Deceased → **GO to next student**

11. Prior to this school, which of the following types of schools did this student attend?
Mark (X) all that apply.

☐ Public school
☐ Private school
☐ Bureau of Indian Affairs-funded school
☐ No other school attended
☐ Don't know

DEFINITION

Question 10 – Withdrawn/Dropout/Chronic Truant – An individual who has not been in school for 4 consecutive weeks or more and is not absent due to illness or injury.

12. What is the primary language spoken in this student's home? *Mark (X) only one box.*

☐ English
☐ Spanish
☐ American Indian or Alaska Native language
☐ Other

13. Is this student classified as limited English proficient (LEP)? *(See definition below)*

☐ Yes
☐ No

14. Does this student receive free or reduced-price lunches through the National School Lunch Program?

☐ Yes
☐ No

15. Which of the following services does this student receive? *Mark (X) all that apply.*

☐ Gifted and talented
☐ Remedial education
☐ Chapter 1
☐ Before-school or after-school care
☐ Indian Education Act (Title V)
☐ English as a Second Language (ESL)/ English for Speakers of Other Languages (ESOL) *(See definition below)*
☐ Bilingual education *(See definition below)*
☐ None of the above

16a. Is this student receiving special education services under the Individuals with Disabilities Education Act (IDEA)?

☐ Yes
☐ No → ***GO to item 17***

b. Which of the following disabilities does this student have? *Mark (X) all that apply.*

☐ Learning disability
☐ Emotional disturbance
☐ Mental retardation
☐ Speech or language impairment
☐ Hearing impairment
☐ Visual impairment
☐ Orthopedic impairment
☐ Autism
☐ Traumatic brain injury
☐ Other health impairment

17. At this school, which of the following types of counseling services is this student currently receiving? *Mark (X) all that apply.*

☐ School or academic counseling
☐ Career counseling
☐ Family counseling
☐ Alcohol or drug abuse counseling
☐ Psychological or mental health counseling
☐ American Indian or Alaska Native counseling
☐ Other counseling
☐ None

18a. How many days were in the last completed grading period, that is, the last quarter, semester, or other unit this school uses to designate a grading period?

__________ Total days in grading period

b. Of those days, how many days was this student absent?

__________ Days absent

19a. Has this student ever been retained in a grade?

☐ Yes
☐ No
☐ Don't know } → ***GO to item 20***

b. In what grades has this student been retained? *Mark (X) all that apply.*

☐ Ungraded
☐ Prekindergarten
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd
☐ 4th
☐ 5th
☐ 6th
☐ 7th
☐ 8th
☐ 9th
☐ 10th
☐ 11th
☐ 12th

DEFINITIONS

Question 13 – Limited English Proficient – Students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.

Question 15 – English as a Second Language (ESL)/English for Speakers of Other Languages (ESOL) – Students with limited English proficiency are provided with intensive instruction in English.

Bilingual Education – Native language is used to varying degrees in instructing students with limited English proficiency.

20. What is this student's CURRENT grade level?

☐ Ungraded
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd
☐ 4th
☐ 5th
☐ 6th

→ ***GO to next student***

☐ 7th
☐ 8th
☐ 9th
☐ 10th
☐ 11th
☐ 12th

21. In which math course is this student CURRENTLY enrolled? *Mark only* ***one*** *box. If this student is currently enrolled in more than one math course, mark the box for the highest level in which this student is currently enrolled.*

☐ Remedial math
☐ General or regular math
☐ Business or consumer math
☐ Pre-algebra or enriched math
☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry
☐ Algebra II/Trigonometry
☐ Pre-calculus
☐ Calculus
☐ Advanced Placement (AP) Calculus
☐ Other
☐ None

22. In which science course(s) is this student CURRENTLY enrolled? *Mark (X) all that apply.*

☐ General science
☐ Earth science
☐ Environmental science
☐ Physical science
☐ Anatomy/Physiology
☐ Biology
☐ Advanced Placement (AP) Biology
☐ Chemistry
☐ Advanced Placement (AP) Chemistry
☐ Physics
☐ Advanced Placement (AP) Physics
☐ Other
☐ None

23. At this school, including this school year, which of the following types of courses has this student EVER been enrolled in? *Mark (X) all that apply.*

☐ American Indian or Alaska Native history
☐ American Indian or Alaska Native language
☐ American Indian or Alaska Native culture
☐ American Indian or Alaska Native arts and crafts
☐ American Indian tribal government or Alaska Native village government
☐ Multicultural education with an American Indian or Alaska Native emphasis
☐ Social studies with an American Indian or Alaska Native emphasis
☐ 2 or more of the above topics are integrated into the entire curriculum
☐ None of the above

If this student is in grade 9 or above, CONTINUE with item 24. Otherwise, GO to the next student.

24. How many Advanced Placement (AP) courses is this student CURRENTLY enrolled in?

☐ None or ______ AP courses

25. How many Advanced Placement (AP) courses has this student COMPLETED?

☐ None or ______ AP courses

26a. What is this student's cumulative grade point average (GPA) for the current school year? *Report answer to the nearest tenth.*

__|__|__ . ____ GPA

b. What grading scale is used to compute this student's GPA?

☐ 0.0 to 4.0
☐ 0.0 to 5.0
☐ 0 to 100
☐ A to E or A to F
☐ Other

27. How many transcripts have been sent to colleges or universities for this student?

☐ None or ______ Transcripts

787

*U.S.GPO:1993-5[illegible]0-080/80354

Public School Library Media Center Questionnaire (LMC) (LS-1A)

OMB No. 1850-0655: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **LS-1A**
(9-20-93)

U.S. Department of Education
National Center for Education Statistics

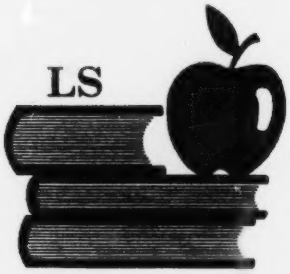
PUBLIC SCHOOL LIBRARY MEDIA CENTER QUESTIONNAIRE (LMC)

LIBRARY SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census



If the school named on the label no longer exists, mark the box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

001 1☐ School no longer exists

For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which (a) is administered as a unit, (b) is located in a designated place or places, (c) makes resources and services available to students, teachers, and administrators. It is this definition, not the name, that is important; it could be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Does this school have a library media center?

002 1☐ Yes → ***Continue with this questionnaire or give it to the school employee who is responsible for this school's library media center, i.e., the library media specialist or librarian.***
2☐ No ↓

STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS IN THE ENCLOSED ENVELOPE. THANK YOU FOR YOUR TIME.

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Librarians
American Library Association

Dear Library Media Specialist/School Principal:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the school library media center component of the 1993-94 Schools and Staffing Survey. Your school is one of 7676 public and private schools across the nation selected to be in the sample. The survey of school library media centers is necessary to continue the reporting of national statistics on school libraries which was begun by the Federal government in 1958 and last done in school year 1985-86. The survey is designed to provide a national picture of school library media center collections, expenditures, technology and services. The data will be used by legislators, policymakers, and researchers.

The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be reported only in statistical summaries that preclude the identification of any individual participating in the survey.

This survey form was developed in consultation with the American Library Association (ALA) and the American Association of School Librarians (AASL).

We are conducting this survey with just a sample of schools in order to minimize overall response burden. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001.** A preaddressed envelope is enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

EMERSON J. ELLIOTT
Commissioner
National Center for Education Statistics

ESTIMATED TIME REQUIRED

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0655, Washington, DC 20503.

INSTRUCTIONS

We suggest that you use a pencil to complete this questionnaire.

NOTE — Report data only for this school's library media center.

DO NOT include data on:
(1) "Classroom collections" (materials located in teachers' classrooms and not administered by the library media center);
(2) District level library media center services;
(3) Regional library media center services.

If you are unsure about how to answer a question, give the best answer you can and make a comment in a "Remarks" section. Please do not write any comments near the answer spaces.

If you have any questions, call the Bureau of the Census at 1–800–221–1204.

Please return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

Section A LIBRARY MEDIA CENTER STAFFING

1. Instructions

Report counts of employees by the amount of time they work in this school's library media center (LMC). Record a zero if there are no employees for a category.

EXAMPLE:

If your school's library media center has one state-certified library media specialist who works full-time and two who each work half-time, you would fill item 1a like this:

__1__ Full-time
__0__ At least 3/4 time but less than full-time
__2__ At least 1/2 time but less than 3/4 time
__0__ At least 1/4 time but less than 1/2 time
__0__ Less than 1/4 time

__3__ **Total** state-certified library media specialists

1a. How many state-certified library media specialists work in this school's library media center?

Count a library media specialist as certified if he/she has met your state's regular or standard certification requirements in the library media speciality area. Include those who have completed all necessary course work and are eligible for full certification upon completion of a probation period.

011 0 ☐ None or

012 ______ Full-time
013 ______ At least 3/4 time but less than full-time
014 ______ At least 1/2 time but less than 3/4 time
015 ______ At least 1/4 time but less than 1/2 time
016 ______ Less than 1/4 time

017 ______ **Total** state-certified library media specialists

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Section A **LIBRARY MEDIA CENTER STAFFING — Continued**

1b. How many professional staff members working in this school's library media center are NOT certified as library media specialists?

018 0 ☐ None or

019 ______ Full-time

020 ______ At least 3/4 time but less than full-time

021 ______ At least 1/2 time but less than 3/4 time

022 ______ At least 1/4 time but less than 1/2 time

023 ______ Less than 1/4 time

024 ______ **Total** professional staff not certified as library media specialists

c. How many other PAID employees work in this school's library media center?

Include paid clerical staff, library aides, etc.

Do not include unpaid volunteers.

025 0 ☐ None or

026 ______ Full-time

027 ______ At least 3/4 time but less than full-time

028 ______ At least 1/2 time but less than 3/4 time

029 ______ At least 1/4 time but less than 1/2 time

030 ______ Less than 1/4 time

031 ______ **Total** other paid LMC staff

2. How many of the library media center professional staff have earned the following degrees?

Count each staff member only ONCE. Report each person by their highest degree earned.

a. Associate degree

040 0 ☐ None or ____________ Staff members

b. Bachelor's degree

041 0 ☐ None or ____________ Staff members

c. Master's degree

042 0 ☐ None or ____________ Staff members

d. Doctoral degree

043 0 ☐ None or ____________ Staff members

Section A **LIBRARY MEDIA CENTER STAFFING — Continued**

NOTE — *Answer item 3* ***ONLY*** *if you reported one or more staff members in category c or d of item 2 on page 4.*

3. How many of the library media center professional staff who have a master's and/or doctoral degree have earned the following degrees?
Count each staff member only ONCE.

a. A master's degree in librarianship, educational media, or instructional design

044 0 ☐ None or ______________ Staff members

b. A master's degree in a field OTHER THAN librarianship, educational media, or instructional design

045 0 ☐ None or ______________ Staff members

c. A master's degree in a library-related field plus a second master's

046 0 ☐ None or ______________ Staff members

4a. Do any unpaid volunteers provide services for the library media center?

047 1 ☐ Yes
2 ☐ No

Go to item 5, page 6

b. During the most recent week of school, what was the total number of regularly scheduled volunteers in the library media center who were —

(1) Adult volunteers?

048 0 ☐ None or ______________ Adult volunteers

(2) Student volunteers?

049 0 ☐ None or ______________ Student volunteers

Remarks

793

Section B 1992–93 COLLECTION AND EXPENDITURES

5. Instructions

In this item, you are asked to report acquisitions, holdings and expenditures for library media center (LMC) materials during last school year (1992-93). *Report only materials for the LMC; do not include books, magazines, tapes, etc., acquired or held by individual teachers or classrooms.*

For each of the categories listed below —

a. In column (a) — Report the number ACQUIRED for this school's library media center last school year. For books, report the total number of volumes. For other materials (e.g., magazines, tapes, etc.), report the number of titles; do not report duplicates.

b. In column (b) — Report the number HELD at the end of last school year. Report total number of volumes for books; report number of titles for other materials.

c. In column (c) — Report the EXPENDITURES for these items during last school year. Include expenditures for purchase and rental. Include only locally budgeted expenditures; do not include federal gifts and grants. Report amounts in whole dollars.

Category	Acquired during 1992–93 school year (a)	Items held at end of 1992–93 school year (b)	Locally budgeted expenditures. *(Exclude federal gifts, grants.) Report expenditures for the 1992–93 school year.* (c)
(1) Books (number of volumes)	050	051	052 $ .00
(2) Current serial subscriptions, (print and microform)	053	054	055 $ .00
(3) Video materials (tape & disc)	056	057	058 $ .00
(4) Other audio-visual materials	059	060	061 $ .00
(5) Microcomputer software	062	063	064 $ .00
(6) CD-ROM Titles	065	066	067 $ .00

6. During the 1992–93 school year, what was the TOTAL expenditure for the types of materials listed above (in item 5) for this school's library media center?
Include all expenditures for these materials, regardless of the source of funds. This total might be greater than the sum of expenditures reported in column (c) of item 5.

068 0 ☐ None or $ ____________.00

7. Last school year (1992–93) —

a. What was the total expenditure for microcomputer hardware for this school's library media center?
Include expenditures for purchase, rental, and/or lease.
Report the amount in whole dollars.

069 0 ☐ None or $ ____________.00

b. What was the total expenditure for other audio-visual equipment for this school's library media center?
Include expenditures for purchase, rental, and/or lease.

070 0 ☐ None or $ ____________.00

c. What was the total expenditure for on-line database searching and electronic communications for this school's library media center?
Include BRS, Dialog, etc.

071 0 ☐ None or $ ____________.00

Section B | **1992-93 COLLECTION AND EXPENDITURES — Continued**

8. Overall, how well do the library media center's resources support the instructional program of the school for each of the following areas?	Currentness (1)	Quantity (2)
a. Reference	072 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	073 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
b. Science/Technology	074 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	075 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
c. Mathematics	076 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	077 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
d. Geography	078 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	079 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
e. History	080 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	081 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
f. Biography	082 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	083 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
g. Social sciences	084 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	085 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent

PLEASE CONTINUE WITH ITEM 8 ON THE NEXT PAGE.

Section B 1992–93 COLLECTION AND EXPENDITURES — Continued

8. Continued

Overall, how well do the library media center's resources support the instructional program of the school for each of the following areas?	Currentness (1)	Quantity (2)
h. Fiction	086 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	087 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
i. Picture books/Easy readers	088 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	089 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
j. Literature	090 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	091 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
k. Fine Arts	092 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	093 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
l. Foreign language/English for Speakers of Other Languages (ESOL)/English as a Second Language (ESL)	094 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	095 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
m. Vocational education/careers	096 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	097 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
n. Health/guidance/parenting	098 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	099 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent

Section B 1992-93 COLLECTION AND EXPENDITURES — Continued

9. Rate the adequacy of the entire collection to meet the needs of multi-cultural education.

Mark (X) only one box.

100 1 ☐ Not applicable
2 ☐ Poor
3 ☐ Adequate
4 ☐ Excellent

10a. Do teachers at this school purchase books, audio-visual materials, or equipment with school funds for use in their classrooms?

101 1 ☐ Yes
2 ☐ No

Go to item 11a, page 10

b. Where are these items housed?

Mark (X) all that apply.

102 1 ☐ Classrooms
103 2 ☐ Departments/resource rooms
104 3 ☐ Other

c. Are all of these items catalogued and inventoried through the library media center?

105 1 ☐ Yes
2 ☐ No

Remarks

Section C TECHNOLOGY

11a. Does this SCHOOL have any microcomputers?

106 1 ☐ Yes
2 ☐ No

Go to item 12

b. How many microcomputers are UNDER THE SUPERVISION of the library media staff?

107 0 ☐ None or ____________ Microcomputers

12. Does this school's LIBRARY MEDIA CENTER have the following equipment or services —

a. Telephone?

108 1 ☐ Yes
2 ☐ No

b. Fax machine?

109 1 ☐ Yes
2 ☐ No

c. Computer with modem?

110 1 ☐ Yes
2 ☐ No

d. Automated catalog?

111 1 ☐ Yes
2 ☐ No

e. Automated circulation system?

112 1 ☐ Yes
2 ☐ No

f. Database searching with CD-ROM?

113 1 ☐ Yes
2 ☐ No

g. On-line database searching, such as BRS, Dialog, etc.?

114 1 ☐ Yes
2 ☐ No

h. Compact Disc — Read Only Memory (CD-ROM), for periodical indices, encyclopedias, etc.?

115 1 ☐ Yes
2 ☐ No

i. Video laser disc?

116 1 ☐ Yes
2 ☐ No

117 **j. Connection to internet?**

1 ☐ Yes
2 ☐ No

13. Does this SCHOOL have the following equipment or services —

a. Cable television?

118 1 ☐ Yes
2 ☐ No

b. Broadcast television?

119 1 ☐ Yes
2 ☐ No

c. Closed circuit television?

120 1 ☐ Yes
2 ☐ No

d. Satellite dish?

121 1 ☐ Yes
2 ☐ No

14a. Does this school use prerecorded video tapes?

122 1 ☐ Yes
2 ☐ No

Go to item 15

b. How are the prerecorded video tapes acquired?
Mark (X) all that apply.

123 1 ☐ Loan
124 2 ☐ Rental
125 3 ☐ Purchase
126 4 ☐ None of the above

15. Does this school participate in distance learning? For example, are lessons taught via television, satellite, or computer network?

127 1 ☐ Yes
2 ☐ No

16a. Does this school have in-house television production facilities?

128 1 ☐ Yes
2 ☐ No

Go to item 17, page 12

b. Is TV production done under the supervision of the library media staff?

129 1 ☐ Yes
2 ☐ No

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Section D LIBRARY MEDIA CENTER FACILITIES

17. How is this library media center organized?

Mark (X) only one box.

130 1 ☐ Centralized (one area in one building)
2 ☐ Decentralized (collections and services available in more than one location on a campus)

18. What is the total seating capacity of the library media center?

131 ______________ Seats

19. Which of these types of spaces are available in the library media center?

Mark (X) all that apply.

132 1 ☐ Individual reading, viewing, and listening
133 2 ☐ Small group (5 persons or less) activity areas (viewing or listening)
134 3 ☐ Large group (more than 5 persons) activity areas (viewing or listening)
135 4 ☐ Production areas for classroom teachers
136 5 ☐ Production areas for students
137 6 ☐ Conference rooms
138 7 ☐ Computer access area or lab
139 8 ☐ Workroom for library media center staff
140 9 ☐ Storage (equipment, etc.)
141 0 ☐ None of the above

20. If a full class is working in the library media center, could other activities be accommodated concurrently (e.g., production activities, conferences, small group work, individual browsing)?

142 1 ☐ Yes
2 ☐ No

Remarks

800

Section E **SCHEDULING AND TRANSACTIONS**

21a. Which of the following best describes the type of scheduling for classes in the library media center?

Mark (X) only one box.

☐ All classes regularly scheduled

☐ Flexibly scheduled — classes, small groups, and individuals are scheduled for varying time periods appropriate to need → ***Go to item 23***

☐ Some classes regularly scheduled, other classes flexibly scheduled → ***Go to item 22***

b. How frequent are the scheduled periods?

Mark (X) only one box.

☐ Weekly

☐ Once every two weeks

☐ Monthly

☐ Other

NOTE — *Answer item 22* ***ONLY*** *if you marked box 1 or 3 in item 21a.*

22. How are the classes scheduled in the library media center?

Mark (X) all that apply.

☐ At the principal's discretion

☐ At the library media center staff's discretion

☐ Through collaboration between classroom teachers and the library media center staff

☐ Other

23. Are students allowed to check out and return books only during scheduled periods?

☐ Yes

☐ No

24. During your most recent full week of school, how many times was this library media center used by the following kinds of school groups —

a. Large groups of 2 or more classes?

☐ None or ______________ Times per week

b. Classes?

☐ None or ______________ Times per week

c. Small groups (less than a full class)?

☐ None or ______________ Times per week

d. Special student groups, such as Head Start, language, minority, gifted, handicapped, etc.?

☐ None or ______________ Times per week

Section E SCHEDULING AND TRANSACTIONS — Continued

25. During your most recent full week of school, how many students used the library media center?

154 ______________ Students per week

26. During your most recent full week of school, what was the total number of books and other materials checked out from the library?

155 ______________ Total

27. For each of the types of materials listed below, what is the maximum number that a STUDENT may check out at a time?

a. Books

156 1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

b. Reference materials

157 0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

c. Periodicals

158 0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

d. AV materials

159 0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

e. AV equipment

160 0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

f. Computer software

161 0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

802

Section E SCHEDULING AND TRANSACTIONS — Continued

28. Are the following persons allowed to check out materials?

a. Prekindergarten students?

162 1 ☐ Yes
2 ☐ No
0 ☐ No prekindergarten students at this school

b. Kindergarten students?

163 1 ☐ Yes
2 ☐ No
0 ☐ No kindergarten students at this school

c. Parents?

164 1 ☐ Yes
2 ☐ No

d. Other members of the community?

165 1 ☐ Yes
2 ☐ No

Section F RESPONDENT INFORMATION

29. Please give your name, title, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name		
Title		
Telephone	Area code	Number

Convenient days/times to reach you, if necessary	
Day	Time
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.

30. Not counting interruptions, how long did it take to complete this questionnaire?

166 ______ Hours

AND

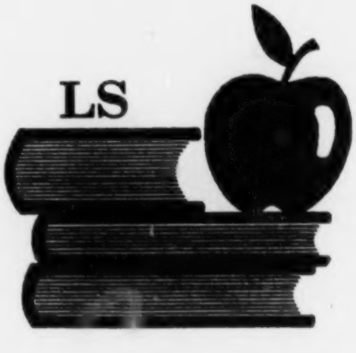
167 ______ Minutes

THANK YOU FOR ASSISTING US IN THIS SURVEY. YOUR TIME AND EFFORT ARE APPRECIATED.

Please return this questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code.)



Private School Library Media Center Questionnaire (LMC) (LS-1B)

OMB No. 1850-0655: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **LS-1B**
(9-20-93)

U.S. Department of Education
National Center for Education Statistics

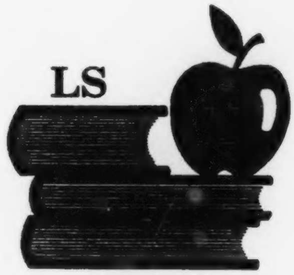
PRIVATE SCHOOL LIBRARY MEDIA CENTER QUESTIONNAIRE (LMC)

LIBRARY SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census



If the school named on the label no longer exists, mark the box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

001 1 ☐ School no longer exists

For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which (a) is administered as a unit, (b) is located in a designated place or places, (c) makes resources and services available to students, teachers, and administrators. It is this definition, not the name, that is important; it could be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Does this school have a library media center?

002 1 ☐ Yes → ***Continue with this questionnaire or give it to the school employee who is responsible for this school's library media center, i.e., the library media specialist or librarian.***

2 ☐ No

STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS IN THE ENCLOSED ENVELOPE. THANK YOU FOR YOUR TIME.

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Librarians
American Library Association

Dear Library Media Specialist/School Principal:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the school library media center component of the 1993-94 Schools and Staffing Survey. Your school is one of 7676 public and private schools across the nation selected to be in the sample. The survey of school library media centers is necessary to continue the reporting of national statistics on school libraries which was begun by the Federal government in 1958 and last done in school year 1985-86. The survey is designed to provide a national picture of school library media center collections, expenditures, technology and services. The data will be used by legislators, policymakers, and researchers.

The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be reported only in statistical summaries that preclude the identification of any individual participating in the survey.

This survey form was developed in consultation with the American Library Association (ALA) and the American Association of School Librarians (AASL).

We are conducting this survey with just a sample of schools in order to minimize overall response burden. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001.** A preaddressed envelope is enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

EMERSON J. ELLIOTT
Commissioner
National Center for Education Statistics

ESTIMATED TIME REQUIRED

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0655, Washington, DC 20503.

INSTRUCTIONS

We suggest that you use a pencil to complete this questionnaire.

NOTE — Report data only for this school's library media center.

DO NOT include data on:

(1) "Classroom collections" (materials located in teachers' classrooms and not administered by the library media center);

(2) Regional library media center services.

If you are unsure about how to answer a question, give the best answer you can and make a comment in a "Remarks" section. Please do not write any comments near the answer spaces.

If you have any questions, call the Bureau of the Census at 1-800-221-1204.

Please return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

Section A LIBRARY MEDIA CENTER STAFFING

1. Instructions

Report counts of employees by the amount of time they work in this school's library media center (LMC). Record a zero if there are no employees for a category.

EXAMPLE:

If your school's library media center has one state-certified library media specialist who works full-time and two who each work half-time, you would fill item 1a like this:

__1__ Full-time
__0__ At least 3/4 time but less than full-time
__2__ At least 1/2 time but less than 3/4 time
__0__ At least 1/4 time but less than 1/2 time
__0__ Less than 1/4 time

__3__ **Total** state-certified library media specialists

1a. How many state-certified library media specialists work in this school's library media center?

Count a library media specialist as certified if he/she has met your state's regular or standard certification requirements in the library media speciality area. Include those who have completed all necessary course work and are eligible for full certification upon completion of a probation period.

011 0 ☐ None or

012 ______ Full-time
013 ______ At least 3/4 time but less than full-time
014 ______ At least 1/2 time but less than 3/4 time
015 ______ At least 1/4 time but less than 1/2 time
016 ______ Less than 1/4 time

017 ______ **Total** state-certified library media specialists

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Section A **LIBRARY MEDIA CENTER STAFFING — Continued**

1b. How many professional staff members working in this school's library media center are NOT certified as library media specialists?

018 0 ☐ None or

019 ______ Full-time
020 ______ At least 3/4 time but less than full-time
021 ______ At least 1/2 time but less than 3/4 time
022 ______ At least 1/4 time but less than 1/2 time
023 ______ Less than 1/4 time

024 ______ **Total** professional staff not certified as library media specialists

c. How many other PAID employees work in this school's library media center?

Include paid clerical staff, library aides, etc.

Do not include unpaid volunteers.

025 0 ☐ None or

026 ______ Full-time
027 ______ At least 3/4 time but less than full-time
028 ______ At least 1/2 time but less than 3/4 time
029 ______ At least 1/4 time but less than 1/2 time
030 ______ Less than 1/4 time

031 ______ **Total** other paid LMC staff

d. Does this school have a religious orientation, purpose, or affiliation?

032 1 ☐ Yes
2 ☐ No

Go to item 2, page 5

e. How many employees work on a contributed services basis in the library media center?

033 0 ☐ None or

034 ______ Full-time
035 ______ At least 3/4 time but less than full-time
036 ______ At least 1/2 time but less than 3/4 time
037 ______ At least 1/4 time but less than 1/2 time
038 ______ Less than 1/4 time

039 ______ **Total** employees staff working on a contributed services basis

809

Section A **LIBRARY MEDIA CENTER STAFFING — Continued**

2. How many of the library media center professional staff have earned the following degrees?

Count each staff member only ONCE. Report each person by their highest degree earned.

a. Associate degree

040 0 ☐ None or ____________ Staff members

b. Bachelor's degree

041 0 ☐ None or ____________ Staff members

c. Master's degree

042 0 ☐ None or ____________ Staff members

d. Doctoral degree

043 0 ☐ None or ____________ Staff members

NOTE — *Answer item 3* ***ONLY*** *if you reported one or more staff members in category c or d of item 2 above.*

3. How many of the library media center professional staff who have a master's and/or doctoral degree have earned the following degrees?
Count each staff member only ONCE.

a. A master's degree in librarianship, educational media, or instructional design

044 0 ☐ None or ____________ Staff members

b. A master's degree in a field OTHER THAN librarianship, educational media, or instructional design

045 0 ☐ None or ____________ Staff members

c. A master's degree in a library-related field plus a second master's

046 0 ☐ None or ____________ Staff members

4a. Do any unpaid volunteers provide services for the library media center?

047 1 ☐ Yes
2 ☐ No → ***Go to item 5, page 6***

b. During the most recent week of school, what was the total number of regularly scheduled volunteers in the library media center who were —

(1) Adult volunteers?

048 0 ☐ None or ____________ Adult volunteers

(2) Student volunteers?

049 0 ☐ None or ____________ Student volunteers

810

Section B 1992–93 COLLECTION AND EXPENDITURES

5. Instructions

In this item, you are asked to report acquisitions, holdings and expenditures for library media center (LMC) materials during last school year (1992-93). *Report only materials for the LMC; do not include books, magazines, tapes, etc., acquired or held by individual teachers or classrooms.*

For each of the categories listed below —

a. **In column (a)** — Report the number ACQUIRED for this school's library media center last school year. For books, report the total number of volumes. For other materials (e.g., magazines, tapes, etc.), report the number of titles; do not report duplicates.

b. **In column (b)** — Report the number HELD at the end of last school year. Report total number of volumes for books; report number of titles for other materials.

c. **In column (c)** — Report the EXPENDITURES for these items during last school year. Include expenditures for purchase and rental. Include only locally budgeted expenditures; do not include federal gifts and grants. Report amounts in whole dollars.

Category	Acquired during 1992–93 school year (a)	Items held at end of 1992–93 school year (b)	Locally budgeted expenditures. *(Exclude federal gifts, grants.) Report expenditures for the 1992–93 school year.* (c)
(1) Books (number of volumes)	050	051	052 $ .00
(2) Current serial subscriptions, (print and microform)	053	054	055 $ .00
(3) Video materials (tape & disc)	056	057	058 $ .00
(4) Other audio-visual materials	059	060	061 $ .00
(5) Microcomputer software	062	063	064 $ .00
(6) CD-ROM Titles	065	066	067 $ .00

6. During the 1992–93 school year, what was the TOTAL expenditure for the types of materials listed above (in item 5) for this school's library media center?
Include all expenditures for these materials, regardless of the source of funds. This total might be greater than the sum of expenditures reported in column (c) of item 5.

068 0 ☐ None or $ ____________.00

7. Last school year (1992–93) —

a. **What was the total expenditure for microcomputer hardware for this school's library media center?**
Include expenditures for purchase, rental, and/or lease. Report the amount in whole dollars.

069 0 ☐ None or $ ____________.00

b. **What was the total expenditure for other audio-visual equipment for this school's library media center?**
Include expenditures for purchase, rental, and/or lease.

070 0 ☐ None or $ ____________.00

c. **What was the total expenditure for on-line database searching and electronic communications for this school's library media center?**
Include BRS, Dialog, etc.

071 0 ☐ None or $ ____________.00

Section B 1992-93 COLLECTION AND EXPENDITURES — Continued

8. Overall, how well do the library media center's resources support the instructional program of the school for each of the following areas?	Currentness (1)	Quantity (2)
a. Reference	072 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	073 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
b. Science/Technology	074 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	075 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
c. Mathematics	076 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	077 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
d. Geography	078 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	079 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
e. History	080 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	081 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
f. Biography	082 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	083 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
g. Social sciences	084 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	085 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent

PLEASE CONTINUE WITH ITEM 8 ON THE NEXT PAGE.

Section B — 1992-93 COLLECTION AND EXPENDITURES — Continued

8. Continued

Overall, how well do the library media center's resources support the instructional program of the school for each of the following areas?

	Currentness (1)	Quantity (2)
h. Fiction	086 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	087 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
i. Picture books/Easy readers	088 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	089 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
j. Literature	090 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	091 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
k. Fine Arts	092 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	093 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
l. Foreign language/English for Speakers of Other Languages (ESOL)/English as a Second Language (ESL)	094 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	095 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
m. Vocational education/careers	096 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	097 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
n. Health/guidance/parenting	098 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	099 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent

9. Rate the adequacy of the entire collection to meet the needs of multi-cultural education.

Mark (X) only one box.

100 1 ☐ Not applicable
2 ☐ Poor
3 ☐ Adequate
4 ☐ Excellent

10a. Do teachers at this school purchase books, audio-visual materials, or equipment with school funds for use in their classrooms?

101 1 ☐ Yes
2 ☐ No

Go to item 11a, page 10

b. Where are these items housed?

Mark (X) all that apply.

102 1 ☐ Classrooms
103 2 ☐ Departments/resource rooms
104 3 ☐ Other

c. Are all of these items catalogued and inventoried through the library media center?

105 1 ☐ Yes
2 ☐ No

Remarks

Section C **TECHNOLOGY**

11a. Does this SCHOOL have any microcomputers?

106 1 ☐ Yes
2 ☐ No

Go to item 12

b. How many microcomputers are UNDER THE SUPERVISION of the library media staff?

107 0 ☐ None or ____________ Microcomputers

12. Does this school's LIBRARY MEDIA CENTER have the following equipment or services —

a. Telephone?

108 1 ☐ Yes
2 ☐ No

b. Fax machine?

109 1 ☐ Yes
2 ☐ No

c. Computer with modem?

110 1 ☐ Yes
2 ☐ No

d. Automated catalog?

111 1 ☐ Yes
2 ☐ No

e. Automated circulation system?

112 1 ☐ Yes
2 ☐ No

f. Database searching with CD-ROM?

113 1 ☐ Yes
2 ☐ No

g. On-line database searching, such as BRS, Dialog, etc.?

114 1 ☐ Yes
2 ☐ No

h. Compact Disc — Read Only Memory (CD-ROM), for periodical indices, encyclopedias, etc.?

115 1 ☐ Yes
2 ☐ No

i. Video laser disc?

116 1 ☐ Yes
2 ☐ No

117 **j. Connection to internet?**

1 ☐ Yes
2 ☐ No

13. Does this SCHOOL have the following equipment or services —

a. Cable television?

118 1 ☐ Yes
2 ☐ No

b. Broadcast television?

119 1 ☐ Yes
2 ☐ No

c. Closed circuit television?

120 1 ☐ Yes
2 ☐ No

d. Satellite dish?

121 1 ☐ Yes
2 ☐ No

14a. Does this school use prerecorded video tapes?

122 1 ☐ Yes
2 ☐ No → ***Go to item 15***

b. How are the prerecorded video tapes acquired?
Mark (X) all that apply.

123 1 ☐ Loan
124 2 ☐ Rental
125 3 ☐ Purchase
126 4 ☐ None of the above

15. Does this school participate in distance learning? For example, are lessons taught via television, satellite, or computer network?

127 1 ☐ Yes
2 ☐ No

16a. Does this school have in-house television production facilities?

128 1 ☐ Yes
2 ☐ No → ***Go to item 17, page 12***

b. Is TV production done under the supervision of the library media staff?

129 1 ☐ Yes
2 ☐ No

Section D LIBRARY MEDIA CENTER FACILITIES

17. How is this library media center organized?

Mark (X) only one box.

130 1 ☐ Centralized (one area in one building)
2 ☐ Decentralized (collections and services available in more than one location on a campus)

18. What is the total seating capacity of the library media center?

131 ______________ Seats

19. Which of these types of spaces are available in the library media center?

Mark (X) all that apply.

132 1 ☐ Individual reading, viewing, and listening
133 2 ☐ Small group (5 persons or less) activity areas (viewing or listening)
134 3 ☐ Large group (more than 5 persons) activity areas (viewing or listening)
135 4 ☐ Production areas for classroom teachers
136 5 ☐ Production areas for students
137 6 ☐ Conference rooms
138 7 ☐ Computer access area or lab
139 8 ☐ Workroom for library media center staff
140 9 ☐ Storage (equipment, etc.)
141 0 ☐ None of the above

20. If a full class is working in the library media center, could other activities be accommodated concurrently (e.g., production activities, conferences, small group work, individual browsing)?

142 1 ☐ Yes
2 ☐ No

Remarks

Section E SCHEDULING AND TRANSACTIONS

21a. Which of the following best describes the type of scheduling for classes in the library media center?
Mark (X) only one box.

143 1☐ All classes regularly scheduled
2☐ Flexibly scheduled — classes, small groups, and individuals are scheduled for varying time periods appropriate to need → ***Go to item 23***
3☐ Some classes regularly scheduled, other classes flexibly scheduled → ***Go to item 22***

b. How frequent are the scheduled periods?
Mark (X) only one box.

144 1☐ Weekly
2☐ Once every two weeks
3☐ Monthly
4☐ Other

NOTE — *Answer item 22* ***ONLY*** *if you marked box 1 or 3 in item 21a.*

22. How are the classes scheduled in the library media center?
Mark (X) all that apply.

145 1☐ At the principal's discretion
146 2☐ At the library media center staff's discretion
147 3☐ Through collaboration between classroom teachers and the library media center staff
148 4☐ Other

23. Are students allowed to check out and return books only during scheduled periods?

149 1☐ Yes
2☐ No

24. During your most recent full week of school, how many times was this library media center used by the following kinds of school groups —

a. Large groups of 2 or more classes?

150 0☐ None or ____________ Times per week

b. Classes?

151 0☐ None or ____________ Times per week

c. Small groups (less than a full class)?

152 0☐ None or ____________ Times per week

d. Special student groups, such as Head Start, language, minority, gifted, handicapped, etc.?

153 0☐ None or ____________ Times per week

25. During your most recent full week of school, how many students used the library media center?

154 ______________ Students per week

26. During your most recent full week of school, what was the total number of books and other materials checked out from the library?

155 ______________ Total

27. For each of the types of materials listed below, what is the maximum number that a STUDENT may check out at a time?

a. Books

156
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

b. Reference materials

157
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

c. Periodicals

158
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

d. AV materials

159
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

e. AV equipment

160
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

f. Computer software

161
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

Section E SCHEDULING AND TRANSACTIONS — Continued

28. Are the following persons allowed to check out materials?

a. Prekindergarten students?

162
1 ☐ Yes
2 ☐ No
0 ☐ No prekindergarten students at this school

b. Kindergarten students?

163
1 ☐ Yes
2 ☐ No
0 ☐ No kindergarten students at this school

c. Parents?

164
1 ☐ Yes
2 ☐ No

d. Other members of the community?

165
1 ☐ Yes
2 ☐ No

Section F RESPONDENT INFORMATION

29. Please give your name, title, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name		
Title		
Telephone	Area code	Number

Convenient days/times to reach you, if necessary	
Day	Time
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.

30. Not counting interruptions, how long did it take to complete this questionnaire?

166 ______ Hours

AND

167 ______ Minutes

THANK YOU FOR ASSISTING US IN THIS SURVEY. YOUR TIME AND EFFORT ARE APPRECIATED.

Please return this questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

BEST COPY AVAILABLE

(Please correct any error in name, address, and ZIP Code.)

LS

FORM LS-1B (9-20-93)

Public School Library Media Specialist/Librarian Questionnaire (LMS) (LS-2A)

OMB No. 1850-0655: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **LS-2A**
(9-17-93)

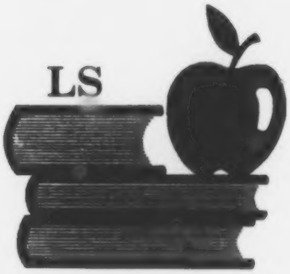
U.S. Department of Education
National Center for Education Statistics

PUBLIC SCHOOL LIBRARY MEDIA SPECIALIST/LIBRARIAN QUESTIONNAIRE (LMS)

LIBRARY SURVEY
1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census



This questionnaire is intended for the school employee who is responsible for this school's library media center, that is, the library media specialist or librarian.

For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which is (1) administered as a unit, (2) located in a designated place or places, and (3) makes resources and services available to students, teachers, and administrators. It may be called a library, media center, information center, learning resource center, or some other name.

If any of the following statements are true, mark (X) the appropriate box(es) and return the questionnaire to the Bureau of the Census in the enclosed envelope.

008 1☐ The school named on this questionnaire label is no longer in operation.
009 2☐ This school does not have a library media center.
010 3☐ This school does not have a library media specialist or librarian.

If you do not mark (X) any of the boxes above, please give this questionnaire (and the return envelope) to the staff member who is responsible for this school's library media center.

If you have any questions about this survey, call the Bureau of the Census at 1-800-221-1204.

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Librarians
American Library Association

Dear Library Media Specialist/Librarian:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the library media specialist/librarian component of the 1993–94 Schools and Staffing Survey. Your school is one of 7676 public and private schools across the nation selected to be in the sample. This is the first federally sponsored questionnaire on the library media specialist profession. The survey is designed to provide a national picture of the library media specialist profession. The data will be used by legislators, policymakers, and researchers.

The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individuals participating in the survey cannot be identified.

The survey form was developed in consultation with the American Library Association (ALA) and the American Association of School Librarians (AASL). We are conducting this survey with just a sample of schools in order to minimize overall response burden. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001**. A preaddressed envelope is enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Commissioner
National Center for Education Statistics

INFORMATION ABOUT RESPONDENT BURDEN

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0655, Washington, DC 20503.

INSTRUCTIONS

We suggest that you use a pencil to complete this questionnaire.

If you are unsure about how to answer a question, give the best answer you can and make a comment in a "Remarks" section. Please do not write any comments near the answer spaces.

If you have any questions, call the Bureau of the Census at 1–800–221–1204.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

SECTION A – CURRENT STATUS

1. In addition to your position as a library media specialist/librarian, do you have a classroom teaching assignment at THIS school?

011 1☐ Yes
2☐ No

2. How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) this school year?

Mark (X) only one box.

012 1☐ Itinerant library media specialist/librarian (i.e., your assignment requires you to provide library media services at more than one school)

2☐ Regular full-time library media specialist/librarian at this school

3☐ Part-time library media specialist/librarian

4☐ Long-term substitute library media specialist/librarian (i.e., your assignment requires that you fill the role of a regular library media specialist/librarian on a long-term basis, but you are still considered a substitute)

5☐ Classroom teacher

6☐ Other professional staff (e.g., counselor, curriculum coordinator, administrator)

7☐ Unpaid parent volunteer

8☐ Library aide

9☐ Support staff (e.g., secretary, clerk, etc.)

IF YOU MARKED ANY OF BOXES 5–9, ABOVE, PLEASE STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

3. How much time do you work as a library media specialist/librarian at THIS SCHOOL?

Mark (X) only one box.

013 1☐ Full-time ⟶ ***Go to item 7, page 7***

2☐ 3/4 time or more, but less than full-time
3☐ 1/2 time or more, but less than 3/4 time
4☐ 1/4 time or more, but less than 1/2 time
5☐ Less than 1/4 time
} ***Continue with item 4, page 6***

SECTION A – CURRENT STATUS – Continued

4. At this school, who provides library services when you are not in the library?

Mark (X) all that apply.

014 1☐ Another library media specialist/librarian
015 2☐ Paid library aides
016 3☐ Volunteer(s)
017 4☐ Student(s)
018 5☐ Classroom teacher(s)
019 6☐ District personnel
020 7☐ Other – *Specify* ____________________
021 8☐ No services provided

5a. Do you have any other assignment at THIS school?

022 1☐ Yes
2☐ No → ***Go to item 6***

b. Which of the following best describes your other assignment at this school?

Mark (X) only one box.

023 1☐ Administrator (e.g., principal, assistant principal, director, school head)
2☐ Classroom teacher
3☐ Other professional staff (e.g., department head, curriculum coordinator)
4☐ Counselor
5☐ Support staff (e.g., secretary, aide)

6☐ Other – *Specify* ____________________

c. Including your library and other assignment, are you a FULL-TIME EMPLOYEE at this school?

024 1☐ Yes → ***Go to item 7, page 7***
2☐ No

6. In addition to employment at this school, what is your OTHER main activity?

Mark (X) only one box.

025 1☐ District library media coordinator
2☐ Library media specialist/librarian at a second school
3☐ Library media specialist/librarian at three or more schools
4☐ Classroom teacher at another school
5☐ Working in an occupation outside the field of education
6☐ Student at a college or university
7☐ Caring for family members
8☐ Seeking work
9☐ Other – *Specify* ____________________

SECTION B – EXPERIENCE

7. In what year did you begin your first library media specialist/school librarian position (full-time or part-time) at the elementary or secondary level?

026 | 1 | 9 | | |

8. What was your MAIN activity the year before you became a library media specialist/school librarian?

Mark (X) only one box.

027 1☐ Student at a college or university
2☐ Classroom teacher
3☐ Public librarian
4☐ Academic librarian (college or university)
5☐ Working in another position in the field of education
6☐ Working in an occupation outside the field of education or library science
7☐ Caring for family members
8☐ Unemployed and seeking work
9☐ Other – *Specify* ______________________________

9. Including this school year, at which of these school levels have you worked as a library media specialist/librarian, either full- or part-time for one year or more?

Mark (X) all that apply.

028 1☐ Prekindergarten
029 2☐ Elementary (including kindergarten)
030 3☐ Middle school or junior high
031 4☐ Senior high
032 5☐ Postsecondary

10a. Have you ever worked as a library media specialist/librarian in a PRIVATE elementary or secondary school?

033 1☐ Yes
2☐ No

Go to item 11

b. How many years did you work as a library media specialist/librarian in private elementary or secondary schools?

Include both part-time and full-time employment. Record whole years, not fractions or months.

034 __________ Years

11. Including this year, how many years have you worked as a library media specialist/librarian in public elementary or secondary schools?

Include both part-time and full-time employment. Record whole years, not fractions or months.

035 __________ Years

SECTION C – TRAINING

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 12, 13, AND 14

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Cross-cultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

Library studies
92 Educational media
90 Instructional design
91 Instructional technology
32 Library science

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 Other

12. Do you have a bachelor's degree?

036
1 ☐ Yes
2 ☐ No → ***Go to item 13a, page 9***

b. What was your major field of study?
Record the name of the field and the two-digit code from the list above.

037 ☐☐ ____________________
Code Major field

c. In what year did you receive your bachelor's degree?

038 1 9 ☐☐

d. Did you have a second major or a minor field of study?

039
1 ☐ Yes
2 ☐ No → ***Go to item 13a, page 9***

e. What was your second major or your minor field of study?
Record the name of the field and the two-digit code from the list above.

040 ☐☐ ____________________
Code Second major or minor field

SECTION C – TRAINING – Continued

13a. Do you have a master's degree?

041 1 ☐ Yes
2 ☐ No → ***Go to item 14a***

b. Is it:

Mark (X) only one box.

042 1 ☐ **Master of Library Science (MLS) from an American Library Association (ALA) accredited program?**

2 ☐ **Other Master of Library Science (MLS)?**

3 ☐ **Other master's degree?**
Record the field name and the two-digit code from the list on page 8.

043 ☐☐ ________________
Code Major field

c. In what year did you receive your master's degree?

044 1 9 ☐☐

14a. Do you have any other type of degree?

045 1 ☐ Yes
2 ☐ No → ***Go to item 15a, page 10***

b. What other degree(s) have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Enter the appropriate field name and the two-digit code from the list on page 8.*	**d. In what year did you receive each degree?**
046 1 ☐ Associate degree	047 ☐☐ ________ Code Major field	048 1 9 ☐☐
049 1 ☐ Education specialist or professional diploma (at least one year beyond Master's level)	050 ☐☐ ________ Code Major field	051 1 9 ☐☐
052 1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	053 ☐☐ ________ Code Major field	054 1 9 ☐☐

15a. Have you had any library-related in-service or college courses during the past five school years, that is, in 1989–1994?

055 1 ☐ Yes
2 ☐ No → *Go to item 16, page 11*

b. In which of the following areas have you had some form of instruction within the last FIVE years?

Mark (X) all that apply.

056 1 ☐ Media use
057 2 ☐ Instructional design
058 3 ☐ Information skills
059 4 ☐ TV production
060 5 ☐ Leadership training
061 6 ☐ Collection development
062 7 ☐ Children's literature
063 8 ☐ Young adult literature
064 9 ☐ Computer use
065 10 ☐ Library media center automation
066 11 ☐ On-line database searching
067 12 ☐ Anglo-American Cataloging Rules II (AACRII) cataloging
068 13 ☐ Audio-visual production
069 14 ☐ Compact disc-read only memory (CD-ROM) technology
070 15 ☐ Curriculum design
071 16 ☐ Management

c. What was your MAJOR purpose for taking this training?

Mark (X) only one box.

072 1 ☐ To fulfull initial library media certification requirements
2 ☐ To maintain certification
3 ☐ To meet re-certification requirements
4 ☐ For personal improvement
5 ☐ For increased salary benefits
6 ☐ For additional degree
7 ☐ Other

830

SECTION C – TRAINING – Continued

16a. Are you a member of any of these professional organizations?

Mark (X) all that apply.

073 1 ☐ American Association of School Librarians
074 2 ☐ Other division(s) of the American Library Association
075 3 ☐ Association for Educational Communications and Technology
076 4 ☐ Other national or international library or information association
077 5 ☐ American Federation of Teachers or National Education Association
078 6 ☐ Association in a curriculum area
079 7 ☐ State/local library and/or media association
080 0 ☐ None of the above

b. Have you ever participated in workshops, seminars, or conferences sponsored by any of these organizations?

081 1 ☐ Yes
2 ☐ No

Go to item 17a

c. How often?

Mark (X) only one box.

082 1 ☐ Less than once per year
2 ☐ Once or twice per year
3 ☐ Three or more times per year

17a. Are you certified as a library media specialist by this state?

083 1 ☐ Yes
2 ☐ No

Go to item 18a, page 12

b. What type of certification do you hold in the library media specialist area?

Mark (X) only one box.

084 1 ☐ Regular or standard state certification
2 ☐ Probationary certification (the initial certificate issued when all requirements other than completion of a probationary period have been met)
3 ☐ Temporary, provisional, or emergency certification (requires additional course work before regular certification can be obtained)

c. In what year were you certified as a library media specialist by this state?

085

1	9		

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SECTION D – COLLABORATIVE ACTIVITIES

18a. Do you ever work with this school's classroom teachers to plan units of instruction?

086 1☐ Yes
2☐ No

Go to item 19

b. How frequently do you work with classroom teachers in each of the following subject areas?

Mark (X) one box on each line.

		Weekly	Monthly	Annually	Never	Not applicable
(1) Reading	087	1☐	2☐	3☐	4☐	5☐
(2) Social studies	088	1☐	2☐	3☐	4☐	5☐
(3) Science	089	1☐	2☐	3☐	4☐	5☐
(4) Math	090	1☐	2☐	3☐	4☐	5☐
(5) Foreign language	091	1☐	2☐	3☐	4☐	5☐
(6) Arts and Humanities	092	1☐	2☐	3☐	4☐	5☐
(7) Health/Physical Education	093	1☐	2☐	3☐	4☐	5☐
(8) Vocational/Technical Education	094	1☐	2☐	3☐	4☐	5☐
(9) Guidance	095	1☐	2☐	3☐	4☐	5☐
(10) English/Language arts	096	1☐	2☐	3☐	4☐	5☐

19. Are you REGULARLY assigned any of these duties during the school day?

Mark (X) all that apply.

097 1☐ Bus duty
098 2☐ Cafeteria duty
099 3☐ Playground duty
100 4☐ Hall duty
101 5☐ Study hall
102 6☐ Classroom teaching
103 7☐ After school detention duty
104 8☐ In-school suspension duty
105 0☐ None of the above

20. For your most recent full school week, what is your BEST ESTIMATE of the number of hours you spent on job-related activities outside of the contractual day?

106 0☐ None or _______ Hours

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21a. The principal lets staff members know what is expected of them.

107
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

b. The school administration's behavior toward the library media center staff is supportive and encouraging.

108
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

c. I receive a great deal of support from parents for the work I do.

109
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

d. The principal does a poor job of getting resources for this school.

110
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

e. My principal enforces school rules for student conduct and backs me up when I need it.

111
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

f. The principal talks with me frequently about the library media program.

112
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

g. Most of my colleagues in this school share my beliefs and values about what the central mission of the library media program should be.

113
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

h. The principal knows what kind of school he/she wants and has communicated it to the staff.

114
1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21i. There is a great deal of cooperative effort among staff members in this school.

115 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

j. In this school, staff members are recognized for a job well done.

116 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

k. I make a conscious effort to integrate the resources and services of the library media program into courses taught by classroom teachers.

117 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

l. I encourage communication between teachers and public library staff.

118 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

m. Goals and priorities for the school are clear.

119 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

n. I usually look forward to each working day at this school.

120 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

o. This school's administration knows the problems faced by the library media staff.

121 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

p. The attitudes and habits students bring to the library media center greatly enhance their chances for academic success.

122 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

SECTION E - PERCEPTIONS AND ATTITUDES TOWARD WORK - Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21q. Many of the students I teach are not capable of learning the material I am supposed to teach them.

123
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

r. My job is more difficult than that of others in this school.

124
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

s. For me, my job has more advantages than disadvantages.

125
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

t. If I had the chance to exchange my job as a library media specialist/librarian for another kind of job, I would.

126
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

u. I plan with teachers for the integration of library media services into the curriculum.

127
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

v. I collaborate with public library staff to develop appropriate public library services for students and teachers.

128
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

w. My role as a library media specialist/librarian is well understood by the faculty in this school.

129
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

x. The library media center is a cultural center (e.g., artwork and student projects are displayed; multi-cultural activities take place).

130
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21y. The library media center should always be a quiet place.

131
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

z. Students believe that the library media center is a desirable place to be.

132
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

Remarks

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

22. For each of the following aspects of your position, indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

a. Job security

133 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Strongly dissatisfied

b. Pension and benefits

134 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Strongly dissatisfied

c. Autonomy in the management of the library media center

135 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Strongly dissatisfied

d. Work load

136 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Strongly dissatisfied

e. In-service training

137 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Strongly dissatisfied

f. Value of the library media specialist/librarian profession for the welfare of society

138 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Strongly dissatisfied

g. Overall school management

139 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Very dissatisfied

h. Esteem of society for the library media specialist/school librarian profession

140 1☐ Very satisfied
2☐ Somewhat satisfied
3☐ Somewhat dissatisfied
4☐ Very dissatisfied

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

23a. How long do you plan to remain working as a library media specialist/school librarian?

Mark (X) only one box.

141
- 1☐ As long as I am able
- 2☐ Until I am eligible for retirement

} ***Continue with b***

- 3☐ Will probably continue unless something better comes along
- 4☐ Definitely plan to leave as soon as I can
- 5☐ Undecided at this time

} ***Go to item 24, page 19***

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b. In how many years do you plan to retire?

Record "0" if you plan to retire in 6 months or less.

142 ________ Years

Remarks

All information collected in this survey, including the items below, will be treated as confidential and will be reported only in statistical summaries. INDIVIDUALS WILL NOT BE IDENTIFIED.

24. Do you have the same opportunities as classroom teachers in this school to participate in pay incentive and recognition programs?

143 1☐ Yes
2☐ No

25. During this school year (1993–94), are you paid for working days beyond your regular teaching contract?

144 1☐ Yes
2☐ No

26. The following questions refer to your before-tax earnings from the summer of 1993 through the end of the 1993–94 school year.

Report your earnings in whole dollars, not dollars and cents.

a. DURING THE SUMMER OF 1993, did you have any earnings from –

(1) Working as a library media specialist/librarian in this or any other school?

145 1☐ Yes – **How much?** → 146 $ ____________ .00
2☐ No

(2) Teaching summer school in this or any other school?

147 1☐ Yes – **How much?** → 148 $ ____________ .00
2☐ No

(3) Working at some other job in a school (e.g., secretary, day care aide)?

149 1☐ Yes – **How much?** → 150 $ ____________ .00
2☐ No

(4) Working as a librarian in a public library?

151 1☐ Yes – **How much?** → 152 $ ____________ .00
2☐ No

(5) Working in any other NONSCHOOL job?

153 1☐ Yes – **How much?** → 154 $ ____________ .00
2☐ No

SECTION F – COMPENSATION – Continued

26. **The following questions refer to your before-tax earnings from the summer of 1993 through the end of the 1993–94 school year.**

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic year base salary for working in this school system?

155 $ ______________ .00 Per year

(2) Do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes?

156 1☐ Yes – **How much?** → 157 $ ______________ .00
2☐ No

(3) Do you, or will you, receive pay for working in any job outside this school system?

158 1☐ Yes – **How much?** → 159 $ ______________ .00
2☐ No → ***Go to 26b(5)***

(4) Which of the following best describes this job outside this school system?

Mark (X) only one box.

160 1☐ Librarian in a public library
2☐ Teaching or tutoring
3☐ Nonteaching, but education related
4☐ Not related to education

(5) Have you earned income from any OTHER sources this year, such as a merit pay bonus or a state pay supplement?

Do not report any earnings already reported above.

161 1☐ Yes – **How much?** → 162 $ ______________ .00
2☐ No

c. What will be your total EARNED income from all sources from the summer of 1993 through the end of this school year?

Your answer should equal the sum of your answers to items 26a(1)–b(5).

163 $ ______________ .00 Per year

SECTION F – COMPENSATION – Continued

27. Which of these benefits do you receive, in whole or in part, from this district, in addition to your salary?

Mark (X) all that apply.

165 1☐ General medical insurance
166 2☐ Dental insurance
167 3☐ Group life insurance
168 4☐ Pension contributions
169 5☐ Housing or housing expenses
170 6☐ Meals (including free or reduced-price lunch)
171 7☐ Car/transportation expenses
172 8☐ Reimbursement for tuition and course fees
174 10☐ Child care
175 0☐ None of the above

28. Which of these categories represents the total combined income of all FAMILY members (including yourself) age 14 and older in your household during 1993? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.

Mark (X) only one box.

176 1☐ Less than $ 10,000
2☐ $ 10,000 – $ 14,999
3☐ $ 15,000 – $ 19,999
4☐ $ 20,000 – $ 24,999
5☐ $ 25,000 – $ 29,999
6☐ $ 30,000 – $ 34,999
7☐ $ 35,000 – $ 39,999
8☐ $ 40,000 – $ 49,999
9☐ $ 50,000 – $ 59,999
10☐ $ 60,000 – $ 74,999
11☐ $ 75,000 – $ 99,999
12☐ $100,000 or more

SECTION G – BACKGROUND INFORMATION

29. Are you male or female?

177 1☐ Male
2☐ Female

30. What is your race?

Mark (X) only one box.

178 1☐ American Indian or Alaska Native
(Aleut, Alaska Indian, Yupik, Inupiat)

2☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, Other Asian)

3☐ Black

4☐ White

31. Are you of Hispanic origin?

179 1☐ Yes
2☐ No

32. What is your year of birth?

1	9		

180

33. What is your current marital status?

181 1☐ Married

2☐ Widowed, divorced, or separated

3☐ Never married

34. How many children do you have who are dependent on you (and your spouse, if applicable) for more than half of their financial support?

182 0☐ None → ***Go to item 36***

OR

183 ________ Number of children supported

35. What was the age of your youngest child on his/her last birthday?

If child is less than one year, please enter "0."

184 ________ Age of youngest child

36. Do you have persons, other than your spouse or children, who are dependent on you for more than half of their financial support?

185 1☐ Yes – **How many persons?** → 186 ________
2☐ No

SECTION H – RESPONDENT INFORMATION

37. Please give your name, title, telephone number, and the most convenient days and times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name		
Title		
Telephone	Area code	Number

Convenient days/times to reach you, if necessary	
Day	Time
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.

38. Not counting interruptions, how long did it take to complete this questionnaire?

187 ______ Minutes

THANK YOU FOR ASSISTING US IN THIS SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

Please return this questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code.)

Private School Library Media Specialist/Librarian Questionnaire (LMS) (LS-2B)

OMB No. 1850-0655: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **LS-2B**
(9-17-93)

U.S. Department of Education
National Center for Education Statistics

PRIVATE SCHOOL LIBRARY MEDIA SPECIALIST/LIBRARIAN QUESTIONNAIRE (LMS)

LIBRARY SURVEY
1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census

This questionnaire is intended for the school employee who is responsible for this school's library media center, that is, the library media specialist or librarian.

For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which is (1) administered as a unit, (2) located in a designated place or places, and (3) makes resources and services available to students, teachers, and administrators. It may be called a library, media center, information center, learning resource center, or some other name.

If any of the following statements are true, mark (X) the appropriate box(es) and return the questionnaire to the Bureau of the Census in the enclosed envelope.

008 1 ☐ The school named on this questionnaire label is no longer in operation.
009 2 ☐ This school does not have a library media center.
010 3 ☐ This school does not have a library media specialist or librarian.

If you do not mark (X) any of the boxes above, please give this questionnaire (and the return envelope) to the staff member who is responsible for this school's library media center.

If you have any questions about this survey, call the Bureau of the Census at 1-800-221-1204.

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Librarians
American Library Association

BEST COPY AVAILABLE

Dear Library Media Specialist/Librarian:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the library media specialist/librarian component of the 1993–94 Schools and Staffing Survey. Your school is one of 7676 public and private schools across the nation selected to be in the sample. This is the first federally sponsored questionnaire on the library media specialist profession. The survey is designed to provide a national picture of the library media specialist profession. The data will be used by legislators, policymakers, and researchers.

The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individuals participating in the survey cannot be identified.

The survey form was developed in consultation with the American Library Association (ALA) and the American Association of School Librarians (AASL). We are conducting this survey with just a sample of schools in order to minimize overall response burden. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001**. A preaddressed envelope is enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Commissioner
National Center for Education Statistics

INFORMATION ABOUT RESPONDENT BURDEN

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0655, Washington, DC 20503.

INSTRUCTIONS

We suggest that you use a pencil to complete this questionnaire.

If you are unsure about how to answer a question, give the best answer you can and make a comment in a "Remarks" section. Please do not write any comments near the answer spaces.

If you have any questions, call the Bureau of the Census at 1-800-221-1204.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

SECTION A - CURRENT STATUS

1. In addition to your position as a library media specialist/librarian, do you have a classroom teaching assignment at THIS school?

011 1☐ Yes
2☐ No

2. How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) this school year?

Mark (X) only one box.

012 1☐ Itinerant library media specialist/librarian (i.e., your assignment requires you to provide library media services at more than one school)
2☐ Regular full-time library media specialist/librarian at this school
3☐ Part-time library media specialist/librarian
4☐ Long-term substitute library media specialist/librarian (i.e., your assignment requires that you fill the role of a regular library media specialist/librarian on a long-term basis, but you are still considered a substitute)
5☐ Classroom teacher
6☐ Other professional staff (e.g., counselor, curriculum coordinator, administrator)
7☐ Unpaid parent volunteer
8☐ Library aide
9☐ Support staff (e.g., secretary, clerk, etc.)

IF YOU MARKED ANY OF BOXES 5-9, ABOVE, PLEASE STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

3. How much time do you work as a library media specialist/librarian at THIS SCHOOL?

Mark (X) only one box.

013 1☐ Full-time → ***Go to item 7, page 7***

2☐ 3/4 time or more, but less than full-time
3☐ 1/2 time or more, but less than 3/4 time
4☐ 1/4 time or more, but less than 1/2 time
5☐ Less than 1/4 time
} ***Continue with item 4, page 6***

SECTION A – CURRENT STATUS – Continued

4. At this school, who provides library services when you are not in the library?

Mark (X) all that apply.

014 1☐ Another library media specialist/librarian
015 2☐ Paid library aides
016 3☐ Volunteer(s)
017 4☐ Student(s)
018 5☐ Classroom teacher(s)

020 7☐ Other – *Specify* ______________________
021 8☐ No services provided

5a. Do you have any other assignment at THIS school?

022 1☐ Yes
2☐ No

Go to item 6

b. Which of the following best describes your other assignment at this school?

Mark (X) only one box.

023 1☐ Administrator (e.g., principal, assistant principal, director, school head)
2☐ Classroom teacher
3☐ Other professional staff (e.g., department head, curriculum coordinator)
4☐ Counselor
5☐ Support staff (e.g., secretary, aide)

6☐ Other – *Specify* ______________________

c. Including your library and other assignment, are you a FULL-TIME EMPLOYEE at this school?

024 1☐ Yes → ***Go to item 7, page 7***
2☐ No

6. In addition to employment at this school, what is your OTHER main activity?

Mark (X) only one box.

025 2☐ Library media specialist/librarian at a second school
3☐ Library media specialist/librarian at three or more schools
4☐ Classroom teacher at another school
5☐ Working in an occupation outside the field of education
6☐ Student at a college or university
7☐ Caring for family members
8☐ Seeking work
9☐ Other – *Specify* ______________________

SECTION B – EXPERIENCE

7. In what year did you begin your first library media specialist/school librarian position (full-time or part-time) at the elementary or secondary level?

026 | 1 | 9 | | |

8. What was your MAIN activity the year before you became a library media specialist/school librarian?

Mark (X) only one box.

027 1☐ Student at a college or university
2☐ Classroom teacher
3☐ Public librarian
4☐ Academic librarian (college or university)
5☐ Working in another position in the field of education
6☐ Working in an occupation outside the field of education or library science
7☐ Caring for family members
8☐ Unemployed and seeking work
9☐ Other – *Specify* ______________________________

9. Including this school year, at which of these school levels have you worked as a library media specialist/librarian, either full- or part-time for one year or more?

Mark (X) all that apply.

028 1☐ Prekindergarten
029 2☐ Elementary (including kindergarten)
030 3☐ Middle school or junior high
031 4☐ Senior high
032 5☐ Postsecondary

10a. Have you ever worked as a library media specialist/librarian in a PUBLIC elementary or secondary school?

033 1☐ Yes
2☐ No

Go to item 11

b. How many years did you work as a library media specialist/librarian in public elementary or secondary schools?

Include both part-time and full-time employment. Record whole years, not fractions or months.

034 _________ Years

11. Including this year, how many years have you worked as a library media specialist/librarian in private elementary or secondary schools?

Include both part-time and full-time employment. Record whole years, not fractions or months.

035 _________ Years

SECTION C – TRAINING

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 12, 13, AND 14

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Cross-cultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

Library studies
92 Educational media
90 Instructional design
91 Instructional technology
32 Library science

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 Other

12. Do you have a bachelor's degree?

036 1 ☐ Yes
2 ☐ No

Go to item 13a, page 9

b. What was your major field of study?

Record the name of the field and the two-digit code from the list above.

037 ☐☐ ____________________
Code Major field

c. In what year did you receive your bachelor's degree?

038 | 1 | 9 | | |

d. Did you have a second major or a minor field of study?

039 1 ☐ Yes
2 ☐ No

Go to item 13a, page 9

e. What was your second major or your minor field of study?

Record the name of the field and the two-digit code from the list above.

040 ☐☐ ____________________
Code Second major or minor field

SECTION C – TRAINING – Continued

13a. Do you have a master's degree?

041 1 ☐ Yes
2 ☐ No

Go to item 14a

b. Is it:

Mark (X) only one box.

042 1 ☐ **Master of Library Science (MLS) from an American Library Association (ALA) accredited program?**

2 ☐ **Other Master of Library Science (MLS)?**

3 ☐ **Other master's degree?**
Record the field name and the two-digit code from the list on page 8.

043 ☐☐ ______
Code Major field

c. In what year did you receive your master's degree?

044 1 9 ☐☐

14a. Do you have any other type of degree?

045 1 ☐ Yes
2 ☐ No

Go to item 15a, page 10

b. What other degree(s) have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Enter the appropriate field name and the two-digit code from the list on page 8.*	**d. In what year did you receive each degree?**
046 1 ☐ Associate degree	047 ☐☐ ______ Code Major field	048 1 9 ☐☐
049 1 ☐ Education specialist or professional diploma (at least one year beyond Master's level)	050 ☐☐ ______ Code Major field	051 1 9 ☐☐
052 1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	053 ☐☐ ______ Code Major field	054 1 9 ☐☐

SECTION C – TRAINING – Continued

15a. Have you had any library-related in-service or college courses during the past five school years, that is, in 1989–1994?

055 1 ☐ Yes
2 ☐ No → *Go to item 16, page 11*

b. In which of the following areas have you had some form of instruction within the last FIVE years?

Mark (X) all that apply.

056 1 ☐ Media use
057 2 ☐ Instructional design
058 3 ☐ Information skills
059 4 ☐ TV production
060 5 ☐ Leadership training
061 6 ☐ Collection development
062 7 ☐ Children's literature
063 8 ☐ Young adult literature
064 9 ☐ Computer use
065 10 ☐ Library media center automation
066 11 ☐ On-line database searching
067 12 ☐ Anglo-American Cataloging Rules II (AACRII) cataloging
068 13 ☐ Audio-visual production
069 14 ☐ Compact disc-read only memory (CD-ROM) technology
070 15 ☐ Curriculum design
071 16 ☐ Management

c. What was your MAJOR purpose for taking this training?

Mark (X) only one box.

072 1 ☐ To fulfull initial library media certification requirements
2 ☐ To maintain certification
3 ☐ To meet re-certification requirements
4 ☐ For personal improvement
5 ☐ For increased salary benefits
6 ☐ For additional degree
7 ☐ Other

SECTION C – TRAINING – Continued

16a. Are you a member of any of these professional organizations?

Mark (X) all that apply.

☐ American Association of School Librarians
☐ Other division(s) of the American Library Association
☐ Association for Educational Communications and Technology
☐ Other national or international library or information association
☐ American Federation of Teachers or National Education Association
☐ Association in a curriculum area
☐ State/local library and/or media association
☐ None of the above

b. Have you ever participated in workshops, seminars, or conferences sponsored by any of these organizations?

☐ Yes
☐ No

Go to item 17a

c. How often?

Mark (X) only one box.

☐ Less than once per year
☐ Once or twice per year
☐ Three or more times per year

17a. Are you certified as a library media specialist by this state?

☐ Yes
☐ No

Go to item 18a, page 12

b. What type of certification do you hold in the library media specialist area?

Mark (X) only one box.

☐ Regular or standard state certification
☐ Probationary certification (the initial certificate issued when all requirements other than completion of a probationary period have been met)
☐ Temporary, provisional, or emergency certification (requires additional course work before regular certification can be obtained)

c. In what year were you certified as a library media specialist by this state?

1	9		

SECTION D – COLLABORATIVE ACTIVITIES

18a. Do you ever work with this school's classroom teachers to plan units of instruction?

☐ Yes
☐ No → ***Go to item 19***

b. How frequently do you work with classroom teachers in each of the following subject areas?

Mark (X) one box on each line.

	Weekly	Monthly	Annually	Never	Not applicable
(1) Reading	☐	☐	☐	☐	☐
(2) Social studies	☐	☐	☐	☐	☐
(3) Science	☐	☐	☐	☐	☐
(4) Math	☐	☐	☐	☐	☐
(5) Foreign language	☐	☐	☐	☐	☐
(6) Arts and Humanities	☐	☐	☐	☐	☐
(7) Health/Physical Education	☐	☐	☐	☐	☐
(8) Vocational/Technical Education	☐	☐	☐	☐	☐
(9) Guidance	☐	☐	☐	☐	☐
(10) English/Language arts	☐	☐	☐	☐	☐

19. Are you REGULARLY assigned any of these duties during the school day?

Mark (X) all that apply.

☐ Bus duty
☐ Cafeteria duty
☐ Playground duty
☐ Hall duty
☐ Study hall
☐ Classroom teaching
☐ After school detention duty
☐ In-school suspension duty
☐ None of the above

20. For your most recent full school week, what is your BEST ESTIMATE of the number of hours you spent on job-related activities outside of the contractual day?

☐ None or ________ Hours

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21a. The principal lets staff members know what is expected of them.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

b. The school administration's behavior toward the library media center staff is supportive and encouraging.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

c. I receive a great deal of support from parents for the work I do.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

d. The principal does a poor job of getting resources for this school.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

e. My principal enforces school rules for student conduct and backs me up when I need it.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

f. The principal talks with me frequently about the library media program.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

g. Most of my colleagues in this school share my beliefs and values about what the central mission of the library media program should be.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

h. The principal knows what kind of school he/she wants and has communicated it to the staff.

☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21i. There is a great deal of cooperative effort among staff members in this school.

115 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

j. In this school, staff members are recognized for a job well done.

116 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

k. I make a conscious effort to integrate the resources and services of the library media program into courses taught by classroom teachers.

117 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

l. I encourage communication between teachers and public library staff.

118 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

m. Goals and priorities for the school are clear.

119 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

n. I usually look forward to each working day at this school.

120 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

o. This school's administration knows the problems faced by the library media staff.

121 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

p. The attitudes and habits students bring to the library media center greatly enhance their chances for academic success.

122 ☐ Strongly agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Strongly disagree

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21q. Many of the students I teach are not capable of learning the material I am supposed to teach them.

123
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

r. My job is more difficult than that of others in this school.

124
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

s. For me, my job has more advantages than disadvantages.

125
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

t. If I had the chance to exchange my job as a library media specialist/librarian for another kind of job, I would.

126
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

u. I plan with teachers for the integration of library media services into the curriculum.

127
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

v. I collaborate with public library staff to develop appropriate public library services for students and teachers.

128
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

w. My role as a library media specialist/librarian is well understood by the faculty in this school.

129
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

x. The library media center is a cultural center (e.g., artwork and student projects are displayed; multi-cultural activities take place).

130
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21y. The library media center should always be a quiet place.

131 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

z. Students believe that the library media center is a desirable place to be.

132 1☐ Strongly agree
2☐ Somewhat agree
3☐ Somewhat disagree
4☐ Strongly disagree

Remarks

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

22. For each of the following aspects of your position, indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

a. Job security

133
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

b. Pension and benefits

134
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

c. Autonomy in the management of the library media center

135
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

d. Work load

136
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

e. In-service training

137
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

f. Value of the library media specialist/librarian profession for the welfare of society

138
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

g. Overall school management

139
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Very dissatisfied

h. Esteem of society for the library media specialist/school librarian profession

140
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Very dissatisfied

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

23a. How long do you plan to remain working as a library media specialist/school librarian?

Mark (X) only one box.

141
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
} ***Continue with b***

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave as soon as I can
5 ☐ Undecided at this time
} ***Go to item 24, page 19***

b. In how many years do you plan to retire?

Record "0" if you plan to retire in 6 months or less.

142 ________ Years

Remarks

All information collected in this survey, including the items below, will be treated as confidential and will be reported only in statistical summaries. INDIVIDUALS WILL NOT BE IDENTIFIED.

24. Do you have the same opportunities as classroom teachers in this school to participate in pay incentive and recognition programs?

143 1☐ Yes
2☐ No

25. During this school year (1993–94), are you paid for working days beyond your regular teaching contract?

144 1☐ Yes
2☐ No

26. The following questions refer to your before-tax earnings from the summer of 1993 through the end of the 1993–94 school year.

Report your earnings in whole dollars, not dollars and cents.

a. DURING THE SUMMER OF 1993, did you have any earnings from –

(1) Working as a library media specialist/librarian in this or any other school?

145 1☐ Yes – **How much?** → 146 $ ______________ .00
2☐ No

(2) Teaching summer school in this or any other school?

147 1☐ Yes – **How much?** → 148 $ ______________ .00
2☐ No

(3) Working at some other job in a school (e.g., secretary, day care aide)?

149 1☐ Yes – **How much?** → 150 $ ______________ .00
2☐ No

(4) Working as a librarian in a public library?

151 1☐ Yes – **How much?** → 152 $ ______________ .00
2☐ No

(5) Working in any other NONSCHOOL job?

153 1☐ Yes – **How much?** → 154 $ ______________ .00
2☐ No

SECTION F – COMPENSATION – Continued

26. **The following questions refer to your before-tax earnings from the summer of 1993 through the end of the 1993–94 school year.**

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic year base salary for working in this school?

155 $ ______________ .00 Per year

(2) Do you, or will you, earn any additional compensation from this school for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes?

156 1☐ Yes – **How much?** → 157 $ ______________ .00
2☐ No

(3) Do you, or will you, receive pay for working in any job outside this school?

158 1☐ Yes – **How much?** → 159 $ ______________ .00
2☐ No → ***Go to 26b(5)***

(4) Which of the following best describes this job outside this school?

Mark (X) only one box.

160 1☐ Librarian in a public library
2☐ Teaching or tutoring
3☐ Nonteaching, but education related
4☐ Not related to education

(5) Have you earned income from any OTHER sources this year, such as a merit pay bonus?

Do not report any earnings already reported above.

161 1☐ Yes – **How much?** → 162 $ ______________ .00
2☐ No

c. What will be your total EARNED income from all sources from the summer of 1993 through the end of this school year?

Your answer should equal the sum of your answers to items 26a(1)–b(5).

163 $ ______________ .00 Per year

d. Do you work in this school on a contributed service basis, that is, at less than full salary or at no salary, for example, as a member of a religious order?

164 1☐ Yes
2☐ No

563

SECTION F – COMPENSATION – Continued

27. Which of these benefits do you receive, in whole or in part, from this school, in addition to your salary?

Mark (X) all that apply.

165 1☐General medical insurance
166 2☐Dental insurance
167 3☐Group life insurance
168 4☐Pension contributions
169 5☐Housing or housing expenses
170 6☐Meals (including free or reduced-price lunch)
171 7☐Car/transportation expenses
172 8☐Reimbursement for tuition and course fees
173 9☐Tuition for your children
174 10☐Child care
175 0☐None of the above

28. Which of these categories represents the total combined income of all FAMILY members (including yourself) age 14 and older in your household during 1993? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.

Mark (X) only one box.

176 1☐Less than $ 10,000
2☐$ 10,000 – $ 14,999
3☐$ 15,000 – $ 19,999
4☐$ 20,000 – $ 24,999
5☐$ 25,000 – $ 29,999
6☐$ 30,000 – $ 34,999
7☐$ 35,000 – $ 39,999
8☐$ 40,000 – $ 49,999
9☐$ 50,000 – $ 59,999
10☐$ 60,000 – $ 74,999
11☐$ 75,000 – $ 99,999
12☐$100,000 or more

SECTION G - BACKGROUND INFORMATION

29. Are you male or female?

177 1☐ Male
2☐ Female

30. What is your race?

Mark (X) only one box.

178 1☐ American Indian or Alaska Native
(Aleut, Alaska Indian, Yupik, Inupiat)

2☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, Other Asian)

3☐ Black

4☐ White

31. Are you of Hispanic origin?

179 1☐ Yes
2☐ No

32. What is your year of birth?

1	9		

180

33. What is your current marital status?

181 1☐ Married

2☐ Widowed, divorced, or separated

3☐ Never married

34. How many children do you have who are dependent on you (and your spouse, if applicable) for more than half of their financial support?

182 0☐ None → ***Go to item 36***

OR

183 ________ Number of children supported

35. What was the age of your youngest child on his/her last birthday?

If child is less than one year, please enter "0."

184 ________ Age of youngest child

36. Do you have persons, other than your spouse or children, who are dependent on you for more than half of their financial support?

185 1☐ Yes – **How many persons?** → 186 ________
2☐ No

565

SECTION H – RESPONDENT INFORMATION

37. Please give your name, title, telephone number, and the most convenient days and times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name		
Title		
Telephone	Area code	Number

Convenient days/times to reach you, if necessary	
Day	Time
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.

38. Not counting interruptions, how long did it take to complete this questionnaire?

187 ______ Minutes

THANK YOU FOR ASSISTING US IN THIS SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

Please return this questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

866

(Please correct any error in name, address, and ZIP Code.)

FORM LS-2B (9-17-93)

Appendix G. Industry and Occupation Codes

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

1990 CENSUS OF POPULATION INDUSTRIAL CLASSIFICATION SYSTEM

(Numbers in parenthesis are the 1987 SIC codes)

AGRICULTURE, FORESTRY, AND FISHERIES

1990 Census Code	
010	Agricultural production, crops (01)
011	Agricultural production, livestock (02)
012	Veterinary services (074)
020	Landscape and horticultural services (078)
030	Agricultural services, n.e.c. (071, 072, 075, 076)
031	Forestry (08)
032	Fishing, hunting, and trapping (09)

MINING

040	Metal mining (10)
041	Coal mining (12)
042	Oil and gas extraction (13)
050	Nonmetallic mining and quarrying, except fuel (14)

CONSTRUCTION

060	Construction (15, 16, 17)

MANUFACTURING

Nondurable Goods

Food and kindred products

100	Meat products (201)
101	Dairy products (202)
102	Canned, frozen, and preserved fruits and vegetables (203)
110	Grain mill products (204)
111	Bakery products (205)
112	Sugar and confectionery products (206)

120 Beverage industries (208)
121 Miscellaneous food preparations and kindred products (207, 209)
122 Not specified food industries
130 Tobacco manufactures (21)

Textile mill products
132 Knitting mills (225)
140 Dyeing and finishing textiles, except wool and knit goods (226)
141 Carpets and rugs (227)
142 Yarn, thread, and fabric Wills (221-224, 228)
150 Miscellaneous textile mill products (229)

Apparel and other finished textile products
151 Apparel and accessories, except knit (231-238)
152 Miscellaneous fabricated textile products (239)

Paper and allied products
160 Pulp, paper, and paperboard mills (261-263)
161 Miscellaneous paper and pulp products (267)
162 Paperboard containers and boxes (265)

Printing, publishing, and allied industries
171 Newspaper publishing and printing (271)
172 Printing, publishing, and allied industries, except newspapers

Chemicals and allied products
180 Plastics, synthetics, and resins (282)
181 Drugs (283)
182 Soaps and cosmetics (284)
190 Paints, varnishes, and related products (285)
191 Agricultural chemicals (287)
192 Industrial and Miscellaneous chemicals (281, 286, 289)

Petroleum and coal products
200 Petroleum refining (291)
201 Miscellaneous petroleum and coal products (295, 299)

Rubber and miscellaneous plastics products
210 Tires and inner tubes (301)
211 Other rubber products, and plastics footwear and belting (302-306)
212 Miscellaneous plastics products (308)

Leather and leather products

220 Leather tanning and finishing (311)
221 Footwear, except rubber and plastic (313, 314)
222 Leather products, except footwear (315-317, 319)

Durable Goods

Lumber and wood products, except furniture

230 Logging (241)
231 Sawmills, planing mills, and millwork (242, 243)
232 Wood buildings and mobile homes (245)
241 Miscellaneous wood products (244, 249)
242 Furniture and fixtures (25)

Stone, clay, glass, and concrete products

250 Glass and glass products (321-323)
251 Cement, concrete, gypsum, and plaster products (324, 327)
252 Structural clay products (325)
261 Pottery and related products (326)
262 Miscellaneous nonmetallic mineral and stone products (328, 329)

Metal industries

270 Blast furnaces, steelworks, rolling and finishing mills (331)
271 Iron and steel foundries (332)
272 Primary aluminum industries (3334, part 334, 3353-3355, 3363, 3365)
280 Other primary metal industries (3331, 3339, part 334, 3351, 3356, 3357, 3364, 3366, 3369, 339)
281 Cutlery, handtools, and general hardware (342)
282 Fabricated structural metal products (344)
290 Screw machine products (345)
291 Metal forgings and stampings (346)
292 Ordnance (348)
300 Miscellaneous fabricated metal products (341, 343, 347, 349)
301 Not specified metal industries

Machinery and computing equipment

310 Engines and turbines (351)
311 Farm machinery and equipment (352)
312 Construction and material handling machines (353)
320 Metalworking machinery (354)
321 Office and accounting machines (3578, 3579)
322 Computers and related equipment (3571-3577)
331 Machinery, except electrical, n.e.c. (355, 356, 358, 359)
332 Not specified machinery

Electrical machinery, equipment, and supplies

340 Household appliances (363)
341 Radio, TV, and communication equipment (365, 366)
342 Electrical machinery, equipment, and supplies, n.e.c. (361, 362, 364, 367, 369)
350 Not specified electrical machinery, equipment, and supplies

Transportation equipment

351 Motor vehicles and motor vehicle equipment (371)
352 Aircraft and parts (372)
360 Ship find boat building and repairing (373)
361 Railroad locomotives and equipment (374)
352 Guided missiles, space vehicles, and parts (376)
370 Cycles and Miscellaneous transportation equipment (375, 379)

Professional and photographic equipment, and watches

371 Scientific and controlling instruments (381, 382 exc 3827)
372 Medical, dental, and optical instruments and supplies (3827, 384,
380 Photographic equipment and supplies (386)
381 Watches, clocks, and clockwork operated devices (387)
390 Toys, amusement, and sporting goods (394)
391 Miscellaneous manufacturing industries (39 exc 394)
392 Not specified manufacturing industries

TRANSPORTATION, COMMUNICATIONS, AND OTHER PUBLIC UTILITIES

Transportation

400 Railroads (40)
401 Bus service and urban transit (41, except 412)
402 Taxicab service (412)
410 Trucking service (421, 423)
411 Warehousing and storage (422)
412 V S Postal Service (43)
420 Water transportation (44)
421 Air transportation (45)
422 Pipe lines, except natural gas (46)
432 Services incidental to transportation (47)

Communications

440 Radio and television broadcasting and cable (483, 484)
441 Telephone communications (481)
442 Telegraph and Miscellaneous communications services (482, 489)

Utilities and sanitary services

450 Electric light and power (491)
451 Gas and steam supply systems (492, 496)

452	Electric and gas, and other combinations (493)
470	Water supply and irrigation (494, 497)
471	Sanitary services (495)
472	Not specified utilities

WHOLESALE TRADE

Durable Goods

500	Motor vehicles and equipment (501)
501	Furniture and home furnishings (502)
502	Lumber and construction materials (503)
510	Professional and commercial equipment and supplies (504)
511	Metals and minerals, except petroleum (505)
512	Electrical goods (506)
521	Hardware, plumbing and heating supplies (507)
530	Machinery, equipment, and supplies (508)
531	Scrap and waste materials (5093)
532	Miscellaneous wholesale, durable goodly (509 exc 5093)

Nondurable *Goods*

540	Paper and paper products (511)
541	Drugs, chemicals and allied products (512, S16)
542	Apparel, fabrics, find notions (513)
550	Groceries and related products (514)
551	Farm-product raw materials (515)
552	Petroleum products (517)
560	Alcoholic beverages (518)
561	Farm supplies (5191)
562	Miscellaneous wholesale, nondurable goods (5192-5199
571	Not specified wholesale trade

RETAIL TRADE

580	Lumber and building material retailing (521, 523)
581	Hardware stores (525)
582	Retail nurseries and garden stores (526)
590	Mobile home dealers (527)
591	Department stores (531)
592	Variety stores (533)
600	Miscellaneous general merchandise stores (539)
601	Grocery stores (541)
602	Dairy products stores (545)
610	Retail bakeries (546)
611	Food stores, n.e.c. (542, 543, 544, 549)
612	Motor vehicle dealers (551, 552)

620	Auto and home supply stores (553)
621	Gasoline service stations (554)
622	Miscellaneous vehicle dealers (555, 556, 557, 559)
623	Apparel and accessory stores, except shoe (56, except 566)
630	Shoe stores (566)
631	Furniture and home furnishings stores (571)
632	Household appliance stores (572)
633	Radio, TV, and computer stores (5731, 5734)
640	Music stores (5735, 5736)
641	Eating and drinking places (58)
642	Drug stores (591)
650	Liquor stores (592)
651	Sporting goods, bicycles, and hobby stores (5941, 5945, 5946)
652	Book and stationery stores (5942, 5943)
660	Jewelry stores (5944)
661	Gift, novelty, and souvenir shops (5947)
662	Sewing, needlework and piece goods stores (5949)
663	Catalog and mail order houses (5961)
670	Vending machine operators (5962)
671	Direct selling establishments (5963)
672	Fuel dealers (598)
681	Retail florists (5992)
682	Miscellaneous retail stores (593, 5948, 5993-5995, 5999)
691	Not specified retail trade

FINANCE, INSURANCE, AND REAL ESTATE

700	Banking (60 exc 603 and 606)
701	Savings institutions, including credit unions (603, 606)
702	Credit agencies, n.e.c. (61)
710	Security, commodity brokerage, and investment companies (62, 67)
711	Insurance (63, 64)
712	Real estate, including real estate-insurance offices (65)

BUSINESS AND REPAIR SERVICES

721	Advertising (731)
722	Services to dwellings and other buildings (734)
731	Personnel supply services (736)
732	Computer and data processing services (737)
740	Detective and protective services (7381, 7382)
741	Business services, n.e.c. (732, 733, 735, 7383-7389)
742	Automotive rental and leasing, without drivers (751)
750	Automobile parking and carwashes (752, 7542)
751	Automotive repair and related services (753, 7549)

752 Electrical repair shops (762, 7694)
760 Miscellaneous repair services (763, 764, 7692, 7699)

PERSONAL SERVICES

761 Private households (88)
762 Hotels and motels (701)
770 Lodging places, except hotels and motels (702, 703, 704)
771 Laundry, cleaning, and garment services (721 exc part 7219)
772 Beauty shops (723)
780 Barber shops (724)
781 Funeral service and crematories (726)
782 Shoe repair shops (725)
790 Dressmaking shops (part 7219)
791 Miscellaneous personal services (722, 729)

ENTERTAINMENT AND RECREATION SERVICES

800 Theaters and motion pictures (781-783, 792)
801 Video tape rental (784)
802 Bowling centers (793)
810 Miscellaneous entertainment and recreation services (791, 794, 799)

PROFESSIONAL AND RELATED SERVICES

812 Offices and clinks of physicians (801, 803)
820 Offices and clinics of dentist (802)
821 Offices and clinics of chiropractors (8041)
822 Offices and clinics of optometrists (8042)
830 Offices and clinics of health practitioners, n.e.c. (8043, 8049)
831 Hospitals (806)
832 Cursing and personal care facilities (805)
840 Health services, n.e.c. (807, 808, 809)
841 Legal services (81)
842 Elementary and secondary schools (821)
850 Colleges and universities (822)
851 Vocational schools (824)
852 Libraries (823)
860 Educational services, n.e.c. (829)
861 Job training and vocational rehabilitation services (833)
862 Child day care services (part 835)
863 Family child care bones (part 835)
870 Residential care facilities, without nursing (836)
871 Social services, n.e.c. (832, 839)
872 Museums, Sort galleries, and zoos (84)

873	Labor unions (863)
880	Religious organizations (866)
881	Membership organizations, n.e.c. (861, 862, 864, 865, 869)
882	Engineering, architectural, and surveying services (871)
890	Accounting, auditing, and bookkeeping services (872)
891	Research, development, and testing services (873)
892	Management and public relations services (874)
893	Miscellaneous professional and related services (899)

PUBLIC ADMINISTRATION

900	Executive and legislative offices (911-913)
901	General government, n.e.c. (919)
910	Justice, public order, and safety (92)
921	Public finance, taxation, and monetary policy (93)
922	Administration of human resources programs (94)
930	Administration of environmental quality and housing programs (95)
931	Administration of economic programs (96)
932	National security and international affairs (97)

ACTIVE DUTY MILITARY

	Armed Forces
940	Army
941	Air Force
942	Navy
950	Marines
951	Coast Guard
952	Armed Forces, Branch not Specified
960	Military Reserves or National Guard

EXPERIENCED UNEMPLOYED NOT CLASSIFIED BY INDUSTRY

992	Last worked 1984 or earlier

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

1990 CENSUS OF POPULATION OCCUPATIONAL CLASSIFICATION SYSTEM

(The numbers in parentheses refer to the 1980 Standard Occupational Classification codes. "Pt" means part. "N.e.c." means not elsewhere classified.)

1990
Census
Code

MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS

Executive, Administrative, and Managerial Occupations

003	Legislators (111)
004	Chief executives and general administrators, public administration (112)
005	Administrators and officials, public administration (1132-1139)
006	Administrators, protective services (1131)
007	Financial managers (122)
008	Personnel and labor relations managers (123)
009	Purchasing managers (124)
013	Managers, marketing, advertising, and public relations (125)
014	Administrators, education and related fields (128)
015	Managers, medicine and health (131)
016	Postmasters and mail superintendents (1344)
017	Managers, food serving and lodging establishments (1351)
018	Managers, properties and real estate (1353)
019	Funeral directors (pt 1359)
021	Managers, service Organizations, n.e.c. (127, 1352, 1354, pt 1359)
022	Managers and administrators, n.e.c. (121, 126, 132-1343, 136-139)

Management Related Occupations

023	Accountants and auditors (1412)
024	Underwriters (1414)
025	Other financial officers (1415, 1419)
026	Management analysts (142)
027	Personnel, training, and labor relations specialists (143)
028	Purchasing agents and buyers, fare products (1443)
029	Buyers, wholesale and retail trade except farm products (1442)
033	Purchasing agents and buyers, n.e.c. (1449)

034	Business and promotion agents (/145)
035	Construction inspectors (1472)
036	Inspectors and compliance officers, except construction (1473)
037	Management related occupations, n.e.c. (149)

Professional Specialty Occupations

	Engineers, Architects, and Surveyors
043	Architects (161)
	Engineers
044	Aerospace (1622)
045	Metallurgical and materials (1623)
046	Mining (1624)
047	Petroleum (162S)
048	Chemical (1626)
049	Nuclear (1C27)
053	Civil (1628)
054	Agricultural (1632)
055	Electrical and electronic (1633, 1636)
056	Industrial (1634)
057	Mechanical (1635)
058	Marine and naval architects (1637)
059	Engineers, n.e.c. (1639)
063	Surveyors and mapping scientists (164)
	Mathematical and Computer Scientists
064	Computer systems analysts and scientists (171)
065	Operations and systems researchers and analysts (172)
066	Actuaries (1732)
067	Statisticians (1733)
068	Mathematical scientists, n.e.c. (1739)
	Natural Scientists
069	Physicists and astronomers (1842, 1843)
073	Chemists, except biochemists (1845)
074	Atmospheric and space scientists (1846)
075	Geologists and geodesists (1847)
076	Physical scientists, n. e. c. (1849)
077	Agricultural and food scientists (1853)
078	Biological and life scientists (1854)
079	Forestry and conservation scientists (1852)
083	Medical scientists (1855)

Health Diagnosing Occupations

084	Physicians (261)
085	Dentists (262)
086	Veterinarians (27)
087	Optometrists (281)
088	Podiatrists (283)
089	Health diagnosing practitioners, n.e.c. (289)

Health Assessment and Treating Occupations

095	Registered nurses (29)
096	Pharmacists (301)
097	Dietitians (302)

Therapists

095	Respiratory therapists (3031)
099	Occupational therapists (3032)
103	Physical therapists (3033)
104	Speech therapists (3034)
105	Therapists, n.e.c. (3039)
106	Physicians' assistants (304)

Teachers, Postsecondary

113	Earth, environmental, and marine science teachers (2212)
114	Biological science teachers (2213)
115	Chemistry teachers (2214)
116	Physics teachers (2215)
117	Natural science teachers, n.e.c. (2216)
118	Psychology teachers (2217)
119	Economics teachers (2218)
123	History teachers (2222)
124	Political science teachers (2223)
125	Sociology teachers (2224)
126	Social science teachers, n.e.c. (2225)
127	Engineering teachers (2226)
128	Mathematical science teachers (2227)
129	Computer science teachers (2228)
133	Medical science teachers (2231)
134	Health specialties teachers (2232)
135	Business, commerce, and marketing teachers (2233)
136	Agriculture and forestry teachers (2234)
137	Art, drama, and music teachers (2235)
138	Physical education teachers (2236)
139	Education teachers (2237)
143	English teachers (2238)

144	Foreign language teachers (2242)
145	Law teachers (2243)
146	Social work teachers (2244)
147	Theology teachers (2245)
148	Trade and industrial teachers (2246)
149	Home economics teachers (2247)
153	Teachers, postsecondary, n. e. c. (2249)
154	Postsecondary teachers, subject not specified
	Teachers, Except Postsecondary
155	Teachers, prekindergarten and kindergarten (231)
156	Teachers, elementary school (232)
157	Teachers, secondary school (233)
158	Teachers, special education (235)
159	Teachers, n.e.c. (236, 239)
163	Counselors, educational and vocational (24)
	Librarians, Archivists, and Curators
164	Librarians (251)
165	Archivists and curators (252)
	Social Scientists and Urban Planners
166	Economists (1912)
167	Psychologists (1915)
168	Sociologists (1916)
169	Social scientists, n.e.c. (1913, 1914, 1919)
173	Urban planners (192)
	Social, Recreation, and Religious Workers
174	Social workers (2032)
175	Recreation workers (2033)
176	Clergy (2042)
177	Religious workers, n.e.c. (2049)
	Lawyers and Judges
178	Lawyers (211)
179	Judges (212)
	Writers, Artists, Entertainers, and Athletes
183	Authors (321)
184	Technical writers (398)
185	Designers (322)
186	Musicians and composers (323)
187	Actors and directors (324)
188	Painters, sculptors, craft-artists, and artist printmakers (325)

189 Photographers (326)
193 Dancers (327)
194 Artists, performers, and related workers, n.e.c. (328, 329)
195 Editors and reporters (331)
197 Public relations specialists (332)
198 Announcers (333)
199 Athletes (34)

TECHNICAL, SALES, AND ADMINISTRATIVE SUPPORT OCCUPATIONS

Technicians and Related Support Occupations

Health Technologists and Technicians
203 Clinical laboratory technologists and technicians (362)
204 Dental hygienists (363)
205 Health record technologists and technicians (364)
206 Radiologic technicians (365)
207 Licensed practical nurses (366)
208 Health technologists and technicians, n.e.c. (369)

Technologists and Technicians, Except Health

Engineering and Related Technologists and Technicians
213 Electrical and electronic technicians (3711)
214 Industrial engineering technicians (3712)
215 Mechanical engineering technicians (3713)
216 Engineering technicians, n.e.c. (3719)
217 Drafting occupations (372)
218 Surveying and mapping technicians (373)

Science Technicians
223 Biological technicians (382)
224 Chemical technicians (3831)
225 Science technicians, n.e.c. (3832, 3833, 384, 389)

Technicians: Except Health, Engineering, and Science
226 Airplane pilots and navigators (825)
227 Air traffic controllers (392)
228 Broadcast equipment operators (393)
229 Computer programmers (3971, 3972)
233 Tool programmers, numerical control (3974)
234 Legal assistants (39C)
235 Technicians, n.e.c. (399)

Sales Occupations

243	Supervisors and proprietors, sales occupations (40)
	Sales Representatives, Finance and Business Services
253	Insurance sales occupations (4122)
254	Real estate sales occupations (4123)
255	Securities and financial services sales occupations (4124)
256	Advertising and related sales occupations {4153)
257	Sales occupations, other business services (4152)
	Sales Representatives, Commodities Except Retail
258	Sales engineers (421)
259	Sales representatives, mining, manufacturing, and wholesale (423, 424)
	Sales Workers, Retail and Personal Services
263	Sales workers, motor vehicles and boats (4342, 4344)
264	Sales workers, apparel (4346)
265	Sales workers, shoes (4351)
266	Sales workers, furniture and home furnishings (4348)
267	Sales workers: radio, TV, hi-fi, and appliances (4343, 4352
268	Sales workers, hardware and building supplies (4353)
269	Sales workers, parts (4367)
274	Sales workers, other commodities (4345, 4347, 4354, 4356, 4359, 4362, 4369)
275	Sales counter clerk (4363)
276	Cashiers (4364)
277	Street and door-to-door sales workers (4366)
278	News vendors (4365)
	Sales Related Occupations
283	Demonstrators, promoters and models, sales (445)
284	Auctioneers (447)
285	Sales support occupations, n.e.c. (444, 446, 449)

Administrative Support Occupations, Including Clerical

	Supervisors, Administrative Support Occupations
303	Supervisors, general office (4511, 4513, 4514, 4516, 4519, 4529)
304	Supervisory computer equipment operators (4512)
305	Supervisors, financial records processing (4521)
306	Chief communications operators (4523)
307	Supervisors: distribution, scheduling, and adjusting clerks (4522, 4524-4528)

Computer Equipment Operators

308 Computer operators (4612)
309 Peripheral equipment operators (4613)

Secretaries, Stenographers, and Typists

313 Secretaries (4622)
314 Stenographers (4623)
315 Typists (4624)

Information Clerks

316 Interviewers (4642)
317 Hotel clerks (4643)
318 Transportation ticket and reservation agents (4644)
319 Receptionists (464S)
323 Information clerks, n.e.c. (4649)

Records Processing Occupations, Except Financial

325 Classified-ad clerks (4662)
326 Correspondence clerks (4663)
327 Order clerks (4664)
328 Personnel clerks, except payroll and timekeeping (4692)
329 Library clerks (4694)
335 File clerks (4696)
336 Records clerks (4699)

Financial Records Processing Occupations

337 Bookkeepers, accounting, and auditing clerks (4712)
338 Payroll and timekeeping clerks (4713)
339 Billing clerks (4715)
343 Cost and rate clerks (4716)
344 Billing, posting, and calculating machine operators (4718)

Duplicating, Mail and other Office Machine Operators

345 Duplicating machine operators (4722)
346 Mail preparing and paper handling machine operators (4723)
347 Office machine operators, n.e.c. (4729)

Communications Equipment Operators

348 Telephone operators (4732)
353 Communications equipment operators, n. e. c. (4733 , 4739)

Mail and Message Distributing Occupations

354	Postal clerks, exc. wail carriers (4742)
355	Mail carriers, postal service (4743)
356	Mail clerks, exc. postal service (4744)
357	Messengers (4745)
	Material Recording, Scheduling and Distributing clerks
359	Dispatchers (4751)
363	Production coordinators (4752)
364	Traffic, shipping, and receiving clerks (4753)
365	Stock and inventory clerks (4754)
366	Meter readers (4755)
368	Weighers, measurers, checkers and samplers (4756, 4757)
373	Expediters (4758)
374	Material recording scheduling, and distributing clerks, n.e.c. (4759)
	Adjusters and Investigators
375	Insurance adjusters, examiners, and investigators (4782)
376	Investigators and adjusters, except insurance (4783)
377	Eligibility clerks, social welfare (4784)
378	Bill and account collectors (4786)

Miscellaneous Administrative Support Occupations

379	General office clerks (463)
383	Bank tellers (4791)
384	Proofreaders (4792)
385	Data-entry keyers (4793)
386	Statistical clerks (4794)
387	Teachers' aides (4795)
389	Administrative support occupations, n.e.c. (4787, 4799)

SERVICE OCCUPATIONS

Private Household Occupations

403	Launderers and ironers (503)
404	Cooks, private household (504)
405	Housekeepers and butlers (505)
406	Child care workers, private household (506)
407	Private household cleaners and servants (502, 507, 509)

Protective Service Occupations

Supervisors, Protective Service Occupations

413 Supervisors, firefighting and fire prevention occupations (5111)
414 Supervisors, police and detectives (5112)
415 Supervisors, guards (5113)

Firefighting and Fire Prevention Occupations

416 Fire inspection and fire prevention occupations (5122)
417 Firefighting occupations (5123)

Police and Detectives

418 Police and detectives, public service (5132)
423 Sheriffs, bailiffs, and other law enforcement officers (5134)
424 Correctional institution officers (5133)

Guards

425 Crossing guards (5142)
426 Guards and police, exc. public service (5144)
427 Protective service occupations, n.e.c. (5149)

Service Occupations, Except Protective and Household

Food Preparation and Service Occupations

433 Supervisors, food preparation and service occupations (5211)
434 Bartenders (5212)
435 Waiters and waitresses (5213)
436 Cooks (5214, 5215)
438 Food counter, fountain and related occupations (5216)
439 Kitchen workers, food preparation (5217)
443 Waiters'/waitresses' assistants (5218)
444 Miscellaneous food preparation occupations (5219)

Health Service Occupations

445 Dental assistants (5232)
446 Health aides, except nursing (5233)
447 Nursing aides, orderlies, and attendants (5236)

Cleaning and Building Service Occupations, except Household

448	Supervisors, cleaning and building service workers (5241)
449	Maids and housemen (5242, 5249)
453	Janitors and cleaners (5244)
454	Elevator operators (5245)
455	Pest control occupations (5246)

Personal Service Occupations

456	Supervisors, personal service occupations (5251)
457	Barbers (5252)
458	Hairdressers and cosmetologists (5253)
459	Attendants, amusement and recreation facilities (5254)
461	Guides (5255)
462	Ushers (5256)
463	Public transportation attendants (5257)
464	Baggage porters and bellhops (5262)
465	Welfare service aides (5263)
466	Family child care providers (pt 5264)
467	Early childhood teacher's assistants (pt 5264)
468	Child care workers, n.e.c. (pt 5264)
469	Personal service occupations, n.e.c. (5258, 5269)

FARMING, FORESTRY, AND FISHING OCCUPATIONS

Farm Operators and Managers

473	Farmers, except horticultural (5512-5514)
474	Horticultural specialty farmers (5515)
475	Managers, farms, except horticultural (5522-5524)
476	Managers, horticultural specialty farms (5525)

Other Agricultural and Related Occupations

Farm Occupations, Except Managerial

477	Supervisors, farm workers (5611)
479	Farm workers (5612-5617)
483	Marine life cultivation workers (5618)
484	Nursery workers (5619)

Related Agricultural Occupations

485	Supervisors, related agricultural occupations (5621)
486	Groundskeepers and gardeners, except farm (5622)
487	Animal caretakers, except farm (5624)

488 Graders and sorters, agricultural products (5625)
489 Inspectors, agricultural products (5627)

Forestry and logging Occupations

494 Supervisors, forestry, and logging workers (571)
495 Forestry workers, except logging (572)
496 Timber cutting and logging occupations (573, 579)

Fishers, Bunters, and Trappers

497 Captains and other officers, fishing vessels (pt 8241)
498 Fishers (583)
499 Hunters and trappers (584)

PRECISION PRODUCTION, CRAFT, AND REPAIR OCCUPATIONS

Mechanics and Repairers

503 Supervisors, mechanics and repairers (60)

Mechanics and Repairers, Except supervisors

Vehicle and Mobile Equipment Mechanics and Repairers

505 Automobile mechanics (pt 6111)
506 Automobile mechanic apprentices (pt 6111)
507 Bus, truck, and stationary engine mechanics (6112)
508 Aircraft engine mechanics (6113)
509 Small engine repairers (6114)
514 Automobile body and related repairers (6115)
515 Aircraft mechanics, exc. engine (6116)
516 Heavy equipment mechanics (6117)
517 Farm equipment mechanics (6118)
518 Industrial machinery repairers (613)
519 Machinery maintenance occupations (614)

Electrical and Electronic Equipment Repairers

523 Electronic repairers, communications and industrial equipment (6151, 6153, 6155)
525 Data processing equipment repairers (6154)
526 Household appliance and power tool repairers (6156)
527 Telephone line installers and repairers (6157)
529 Telephone installers and repairers (6158)
533 Miscellaneous electrical and electronic equipment repairers (6152, 6159)
534 Heating, air conditioning, and refrigeration mechanics (616)

Miscellaneous Mechanics and Repairers

535	Camera, watch, and musical instrument repairers (6171, 6172)
536	Locksmiths and safe repairers (6173)
538	Office machine repairers (6174)
539	Mechanical controls and valve repairers (6175)
543	Elevator installers and repairers (6176)
544	Millwrights (6178)
547	Specified mechanics and repairers, n.e.c. (6177, 6179)
549	Not specified mechanics and repairers

Construction Trades

Supervisors, Construction Occupations

553	Supervisors; brickmasons, stonemasons, and tile setters (6312)
554	Supervisors, carpenters and related workers (6313)
555	Supervisors, electricians and power transmission installers (6314)
556	Supervisors; painters, paperhangers, and plasterers (6315)
557	Supervisors; plumbers, pipefitters, and steamfitters (6316)
558	Supervisors, n.e.c. (6311, 6318)

Construction Trades, Except Supervisors

563	Brickmasons and stonemasons (pt 6412, pt 6413)
564	Brickmason and stonemason apprentices (pt 6412, pt 6413)
565	Tile setters, hard and soft (pt 6414, pt 6462)
566	Carpet installers (pt 6462)
567	Carpenters (pt 6422)
569	Carpenter apprentices (pt 6422)
573	Drywall installers (6424)
575	Electricians (pt 6432)
576	Electrician apprentices (pt 6432)
577	Electrical power installers and repairers (6433)
579	Painters, construction and maintenance (6442)
583	Paperhangers (6443)
584	Plasterers (6444)
585	Plumbers, pipefitters, and steamfitters (pt 645)
587	Plumber, pipefitter, and steamfitter apprentices (pt 645)
588	Concrete and terrazzo finishers (6463)
589	Glaziers (6464)
593	Insulation workers (6465)
594	Paving, surfacing, and tamping equipment operators (6466)
595	Roofers (6468)
596	Sheetmetal duct installers (6472)
597	Structural metal workers (6473)
598	Drillers, earth (6474)
599	Construction trades, n.e.c. (6467, 6475, 6476, 6479)

Extractive Occupations

613	Supervisors, extractive occupations (632)
614	Drillers, oil well (652)
615	Explosives workers (653)
616	Mining machine operators (654)
617	Mining occupations, n.e.c. (656)

Precision Production Occupations

628	Supervisors, production occupations (67, 71)
	Precision Metal Working Occupations
634	Tool and die makers (pt 6811)
635	Tool and die maker apprentices (pt 6811)
636	Precision assemblers, metal (6812)
637	Machinists (pt 6813)
639	Machinist apprentices (pt 6813)
643	Boilermakers (6814)
644	Precision grinders, filers, and tool sharpeners (6816)
645	Patternmakers and model makers, metal (6817)
646	Lay-out workers (6821)
647	Precious stones and metals workers (Jewelers) (6822, 6866)
649	Engravers, metal (6823)
653	Sheet metal workers (pt 6824)
654	Sheet metal worker apprentices (pt 6824)
655	Miscellaneous precision metal workers (6829)
	Precision Woodworking Occupations
656	Patternmakers and model makers, wood (6831)
657	Cabinet makers and bench carpenters (6832)
658	Furniture and wood finishers (6835)
659	Miscellaneous precision woodworkers (6839)
	Precision Textile, Apparel, and Furnishings Machine Workers
666	Dressmakers (pt 6852, pt 7752)
667	Tailors (pt 6852)
668	Upholsterers (6853)
669	Shoe repairers (6854)
674	Miscellaneous precision apparel and fabric workers (6856, 6859, pt 7752)
	Precision Workers, Assorted Materials
675	Hand Solders and shapers, except jewelers (6861)
676	Patternmakers, lay-out workers, and cutters (6862)
677	Optical goods workers (6864, pt 7477, pt 7677)

678	Dental laboratory and medical appliance technicians (6865)
679	Bookbinders (6844)
683	Electrical and electronic equipment assemblers (6867)
684	Miscellaneous precision workers, n.e.c. (6869)
	Precision Food Production Occupations
686	Butchers and seat cutter (6871)
687	Bakers (6872)
688	Food batchmakers (6873, 6879)
	Precision Inspectors, Testers, and Related Workers
689	Inspectors, testers, and graders (6881, 828)
693	Adjusters and calibrators (6882)
	Plant and System Operators
694	Water and sewage treatment plant operators (691)
695	Power plant operators (pt 693)
696	Stationary engineers (pt 693, 7668)
699	Miscellaneous plant and system operators (692, 694, 695, 696)

OPERATORS, FABRICATORS, AND LABORERS

Machine Operators, Assemblers, and Inspectors

Machine Operators and Tenders, except Precision

	Metal working and Plastic Working Machine Operators
703	Lathe and turning machine set-up operators (7312)
704	Lathe and turning machine operators (7512)
705	Milling and planing machine operators (7313, 7513)
706	Punching and stamping press machine operators (7314, 7317, 7514, 7517)
707	Rolling machine operators (7316, 7516)
708	Drilling and boring machine operators (7318, 7518)
709	Grinding, abrading, buffing, and polishing machine operators (7322, 7324, 7522)
713	Forging machine operators (7319, 7519)
714	Numerical control machine operators (7326)
715	Miscellaneous metal, plastic, stone, and glass working machine operators (7329, 7529)
717	Fabricating machine operator, n.e.c. (7339, 7539)
	Metal and Plastic Processing Machine operators
719	Molding and casting machine operators (7315, 7342, 7515, 7542)
723	Metal plating machine operators (7343, 7543)
724	Heat treating equipment operators (7344, 7544)
725	Miscellaneous metal and plastic processing machine operators (7349, 7549)

	Woodworking Machine operators
726	Wood lathe, routing, and planing machine operators (7431, 7432, 7631, 7632)
727	Sawing machine operators (7433, 7633)
728	Shaping and joining machine operators (7435, 7635)
729	Nailing and tacking machine operators (7636)
733	Miscellaneous woodworking machine operators (7434, 7439, 7634, 7639)
	Printing Machine Operators
734	Printing press operators (7443, 7643)
735	Photoengravers and lithographers (6842, 7444, 7644)
736	Typesetters and compositors (6841, 7642)
737	Miscellaneous printing machine operators (6849, 7449, 7649)
	Textile, Apparel, and Furnishings Machine Operators
738	Winding and twisting machine operators (7451, 7651)
739	Knitting looping, taping and weaving Machine operators (7452, 7652)
743	Textile cutting Machine operators (7654)
744	Textile sewing machine operators (7655)
745	Shoe Machine operators (7656)
747	Pressing machine operators (7657)
748	Laundering and dry cleaning Machine operators (6855, 7658)
749	Miscellaneous textile Machine operators (7459, 7659)
	Machine Operators, Assorted Materials
753	Cementing and gluing machine operators (7661)
754	Packaging and filling machine operators (7462, 7662)
755	Extruding and forming machine operators (7463, 7663)
756	Mixing and blending machine operators (7664)
757	Separating, filtering, and clarifying machine operators (7476, 7666, 7676)
758	Compressing and compacting machine operators (7467, 7667)
759	Painting and paint spraying machine operators (7669)
763	Roasting and baking machine operators, food (7472, 7672)
764	Washing, cleaning, and pickling machine operators (7673)
765	Folding machine operators (7474, 7674)
766	Furnace, kiln, and oven operators exc. food (7675)
768	Crushing and grinding machine operators (pt 7477, pt 7677)
769	Slicing and cutting machine operators (7478, 7678)
773	Motion picture projectionists (pt 7479)
774	Photographic process machine operators (6863, 6868, 7671)
777	Miscellaneous machine operators, n.e.c. (pt 7479, 7665, 7679)
779	Machine operators, not specified

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Fabricators, Assemblers, and Band Working Occupations

783	Welders and cutters (7332, 7532, 7714)
784	Solderers and brazers (7333, 7533, 7717)
785	Assemblers (772, 774)
786	Hand cutting and trimming occupations (7753)
787	Hand holding, casting, and forming occupations (7754, 7755)
789	Hand painting, coating, and decorating occupations (7756)
793	Hand engraving and printing occupations (7757)
795	Miscellaneous hand working occupations (7758, 7759)
	Production Inspectors, Teeters, Samplers, and Weighers
796	Production inspectors, checkers, and examiners (782, 787)
797	Production testers (783)
798	Production samplers and weighers (784)
799	Graders and sorters, exc. agricultural (785)

Transportation and Material Moving Occupations

	Motor Vehicle Operators
803	Supervisors, motor vehicle operators (8111)
804	Truck drivers (8212-8214)
806	Driver-sales workers (8218)
808	Bus drivers (8215)
809	Taxicab drivers and chauffeurs (8216)
813	Parking lot attendants (874)
814	Motor transportation occupations, n.e.c. (8219)

Transportation Occupations, Except Motor vehicles

	Rail Transportation Occupations
823	Railroad conductors and yardmasters (8113)
824	Locomotive operating occupations (8232)
825	Railroad brake signal, and switch operators (8233)
826	Rail vehicle operators, n.e.c. (8239)
	Water Transportation Occupations
828	Ship captains and mates, except fishing boats (pt 8241, 8242)
829	Sailors and deckhands (8243)
833	Marine engineers (8244)
834	Bridge, lock, and lighthouse tenders (8245)
	Material Moving Equipment Operators
843	Supervisors, material moving equipment operators (812)
844	Operating engineers (8312)

845	Longshore equipment operators (8313)
848	Hoist and winch operators (8314)
849	Crane and tower operators (8315)
853	Excavating and loading machine operators (8316)
855	Grader, dozer, and scraper operators (8317)
856	Industrial truck and tractor equipment operators (8318)
859	Miscellaneous material moving equipment operators (8319)

Handlers, Equipment Cleaners, Helpers, and Laborers

864	Supervisors, handlers, equipment cleaners, and laborers, n.e.c. (85)
865	Helpers, mechanics and repairers (863)

Helpers, Construction and Extractive Occupations

866	Helpers, construction trades (8641-8645, 8648)
867	Helpers, surveyor (8646)
868	Helpers, extractive occupations (865)
869	Construction laborers (871)
874	Production helpers (861, 862)

Freight, Stock, and Material Handlers

875	Garbage collectors (8722)
876	Stevedores (8723)
877	Stock handlers and baggers (8724)
878	Machine feeders and offbearers (8725)
883	Freight, stock, and material handlers, n.e.c. (8726)
885	Garage and service station related occupations (873)
887	Vehicle washers and equipment cleaners (875)
888	Hand packers and packagers (8761)
889	Laborers, except construction (8769)

MILITARY OCCUPATIONS. Includes only unique military occupations. Other Armed Forces members are coded to civilian occupations.

903	Commissioned Officer and Warrant officers
904	Non-commissioned Officers and Other Enlisted Personnel
905	Military occupation, rank not specified

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909	Last worked 1974 or earlier

ISBN 0-16-048906-7

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United States
Department of Education
Washington, DC 20208–5651

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